

DECEMBER, 1955

the **ATA**
magazine

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION



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Teachers' Pets

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By BIRDIE GRAY
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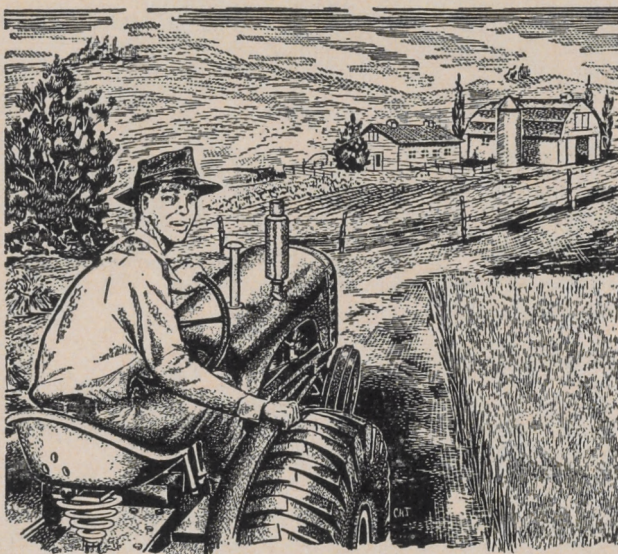
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EXECUTIVE COUNCIL, ALBERTA TEACHERS' ASSOCIATION

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IN THE PUBLIC INTEREST

We admire the initiative and resolution of The Alberta Federation of Home and School Associations Incorporated in its attempts to develop solutions for the teacher-shortage problem. It is unlikely that a province-wide conference on Teacher Recruitment and Retention would have been held but for the persistence and the planning of the AFHSA Teacher Recruitment Committee.

The cynicism and apathy that has always haunted our efforts to bring the issue into sharp focus did not deter the leaders of the AFHSA.

Sparked by the untiring efforts of its president, Mrs. Wilma Hansen, and its committee chairman, Mrs. R. V. McCullough, the AFHSA was able to gather 100 representatives of over 40 organizations in Edmonton on December 3.

Keynote addresses were delivered by Dr. M. E. LaZerte and Dr. H. T. Coutts. On every side, during the conference, a real concern for the teacher-supply problem was expressed. Probably the most significant decisions of the conference included the move to establish a provisional, provincial committee to promote the conference resolutions, and the decision to request that the government establish a Royal Commission to investigate all aspects of education with special attention to the problem of financing education.

SCHOOL GRANTS

A thorough overhaul of our provincial education grant structure is needed.

Complex Formula

At present we have a situation in which millions of dollars are distributed to school boards from the public purse in accordance with a series of items which in aggregate determine the grant. Included are grants for each teacher, pupil, and supervisor, and for special classes, conveyance of pupils, equalization, equipment, night schools, isolation bonus, etc. In total they entitle school boards to considerable sums of money. Grants for capital expenditures are of course additional to all of these.

Unequal Tax Burden

But, and this is a big but—regardless of sums of money so granted—glaring inequalities in educational opportunity and local tax burden exist. Rich districts can still provide their children with education better than that available in poor districts and at a lower cost to the ratepayer.

Choose Foundation Program

Dr. M. E. LaZerte in his report on *School Finance in Canada* suggests that the government, school boards, and teachers should agree on the standard of education the province wants for its children and can pay for. This would be called a foundation program. Wealthy districts would be allowed to offer programs above the foundation level if they so desired.

Equalized Assessment, Uniform Tax Rate

Assessments should be equalized and a uniform tax rate for all areas, rural and urban, should be set. Districts desiring to offer more than the foundation program would naturally levy a higher local mill rate.

Province Makes Up Difference

Dr. LaZerte goes on from this point to suggest that the provincial education grant should in each case equal the difference between the cost of the foundation program and the money which could be raised in the district by the uniform tax levy.

Worth Investigating

Whether Dr. LaZerte's recommendations form the real answer is not the question. The fact is that he has come up with a proposal which merits close study if not actual experimentation. The proposals recognize the inequality of educational opportunity, the unequal cost of education to individual taxpayers, and the fact that provincial grants are not high enough nor are they distributed as well as they might be. The government would do well to take a close and long look at the problem.

ROYAL COMMISSION NEEDED

Don't you believe it! All is not as well with our education system as some would have you believe.

Troubles

There is still uncertainty and concern about the job our schools are doing. There is still a shortage of qualified teachers. There is still a staggering inequality of educational opportunity and tax burden.

Invite Attention

A business whose product is criticized, which has difficulty in securing and holding competent personnel, and has difficulty in financing would be well on the road to bankruptcy. Its owners would demand and carry through a thorough investigation and overhaul of present procedures.

Inquire Into All Aspects

A Royal Commission is needed for education. Its terms of reference should include all aspects of education so that the present school program, the selection, education and certification of teachers, and the problem of financing the system locally and provincially may be brought into sharp focus.

Information and Policy

It could be expected that such an inquiry would inform the public of the present overall situation. As a result of the hearings, the public could expect a series of recommendations which would reflect some long-term policy rather than the expedient, patchwork actions which have characterized and beset our educational system so far.

Voters' List

ELECTIONS

EXECUTIVE COUNCIL

ALBERTA TEACHERS' ASSOCIATION

An alphabetical list of the members of the Alberta Teachers' Association, as registered on January 31, 1956, will appear in the February issue of *The ATA Magazine*. Teachers are asked to check this list carefully to see that their names are included, and, if they are not, to notify head office immediately.

The voters' list is published annually so that each teacher may check to make certain that his name is included. **Be sure to check the voters' list when published for your name.**

For one day they discussed—

Attracting and Holding Teachers

Bold leadership needed to improve selection, education, and certification of teachers

100 delegates representing about 40 organizations met in Edmonton on December 3 to take a look at the teacher shortage problem. By the end of the conference they had decided that—

- higher salaries are needed to attract young people to teaching and to retain good teachers now in our schools;
- living and working conditions must be improved for teachers in rural areas;
- a system of scholarships for high school students would increase the number of young people completing high school and consequently increase the pool from which prospective teachers might be recruited;
- standards of teacher selection, education, and certification must be improved;
- the government should be asked to establish a Royal Commission to investigate all aspects of public education in Alberta and especially the financing of education in Alberta.

Dr. M. E. LaZerte, one of the keynote speakers, asserted that all attempts to solve the teacher supply problem had failed because of short-range policies designed to give quick solutions. He said that courageous leadership would improve educational service by raising standards of teacher selection, education, and certification.

Dr. H. T. Coutts, dean of the Faculty of Education, stated that Alberta's school population will be about 304,000 by 1960. Aside from the problems of new buildings, equipment, and services required, there will be the most crucial problem of selecting, educating, and retaining professionally responsible teachers for this enormous increase.

The conference also decided to establish a committee which would develop the ideas recommended during the day. Those appointed included: Mrs. D. A. Hansen, president of The Alberta Federation of Home and School Associations Incorporated, Mrs. F. C. Butterworth, chairman of the Edmonton Public School Board, Mrs. R. V. McCullough, chairman of the AFHSA teacher shortage committee, H. G. Turner, secretary of the Edmonton Trades and Labor Council, and Derek S. Griffin, executive secretary of the Alberta Associated Chambers of Commerce and Agriculture.

The idea of the one-day conference was developed by The Alberta Federation of Home and School Associations Incorporated. Among those organizations represented were: the Alberta School Trustees' Association, Alberta Federation of Agriculture, Alberta Federation of Labor, Alberta Associated Chambers of Commerce and Agriculture, Department of Education, Imperial Order Daughters of the Empire, Industrial Federation of Agriculture, University of Alberta (Faculty of Education), University Women's Club, and Women's Institute.

A Guide to

FOR some years past, much criticism has arisen concerning the educational systems of Canada and the United States. These criticisms have centred around two schools of thought that have been named progressivism and traditionalism.

It is not easy to procure definitions of these two theories of education. Progressive education, however, attempts to get away from compartmentalism and the alignment of school studies as specified subjects. Its leaders think that the school and the social order stand too far apart and they wish to bring them closer together. They desire to reinterpret the values of life. These facts must be well understood. The central emphasis falls on "the continuous reconstruction of experience". This is opposed to all teaching by subject, instead, the social studies are made the basis of classroom procedure. Progressive education has as its tenets freedom, the development of initiative, self-reliance, individuality, and self-expression. Its aim is to develop the whole child, not merely his intellect.

From this desire has sprung the "child-centred school" with the thesis that children must be treated as children now and not merely as junior adults. In its view, the school should take over all that concerns the child. It may be said that progressive education is a democratic movement wherein the child is respected as a person who is encouraged to learn and make decisions of his own.

At its best, the progressive school is one in which children are taught to co-operate, investigate, and think. At its worst, it is one in which much time is wasted over trivialities and where misguided teachers imagine that their main duty is to keep children busy at something or other.

The traditional school also is difficult

to define, but a fundamental of the traditionalists is that all children must work on a set curriculum. They set strict limits to a child's freedom in school, advocate a much more rigid discipline, set high ideals of life, and desire that children strive towards them. The traditionalist believes that the school should stick to a restricted type of learning and not take over the functions of the home or the church. Traditionalism is thus diametrically opposed in essence to progressivism. Shall I be wrong if I define traditional education as that **whereby knowledge shall be imparted to all members of a class more or less simultaneously through the development of skills in reading, arithmetic, writing, and other specific school subjects by means of a carefully laid down curriculum in each?**

Two such distinctly different types of school can scarcely be expected to live peaceably side by side and such a revolutionary innovation as the fully progressive school cannot be expected to be free from criticism. But it has been most unfortunate that the critics, when attacking the progressive schools, do not restrict their attacks to the innovations of doubtful value in these schools. Nevertheless the criticisms have resulted in questionings by all who are seriously interested in education today. Today we are again asking: what are the aims of education? and how are these aims to be attained? I think it reasonable to say that, in our present state of undeveloped scientific knowledge, no one knows all the answers to these very pertinent questions.

All of the sciences have had their period of infancy. And in no science do the skilled persons yet know all the answers. All of the findings in any complex field cannot be right. The science of pedagogy is young. Not all pedagogical

Trends in Education

W. P. PERCIVAL

problems have been solved. I feel that the schools are attacked in part because too much is expected of psychological and educational research in too short a time.

We do not know which method of teaching is best and what kind of discipline will produce the best results. Given the opportunity and the time to experiment and to learn more, I feel sure that our research students will come up with results for the betterment of children just as scientists have improved their statements of the laws of nature, and the treatment of their subjects.

Crux of the matter

The crux of the whole matter, however, is deeper than this. It lies in formulating a correct philosophy of education based on a sure knowledge of all the facts. A philosophy of education is merely a statement of what those competent to judge think the principles underlying an educational system should be. If our educational philosophy is incorrectly written, the plans and procedures of our teachers will be warped and our pupils misguided. If, however, our philosophy is correctly stated, sound procedures can follow, for both teachers and pupils will be on firm ground. What is greatly needed is further experimentation on which to frame a truer statement of educational philosophy.

Though written differently and interpreted differently by teachers throughout Canada, there are certain traits com-

mon to the current philosophy of all the Canadian provinces. Some lean toward the old, some toward the new. I know of no school in Canada that has founded all its teachings on those of the extreme progressivists. In fact, I know of no school in Canada that has gone as far in its extremes as some schools elsewhere. On the other hand, the teaching and the methods have been modified so that I think I can safely say that, though still following set curricular patterns and teaching subjects in the traditional manner, everyone of us has been affected in greater or lesser degree by those great philosophers and teachers whose beneficent influence has come down to us during the past 200 years. Since none of us here subscribes to progressive education as defined, we shall probably not wish to be aligned with progressivism but rather will prefer to speak of progress in education.

For my part, I believe that real progress has been made, even by those who consider themselves traditionalists. I believe, for example, that great progress has been made in our schools by reason of the qualities of heart and mind of our teachers, and by the sincerity of our school boards. I am confident also that many of our school procedures have been modified for the better under the influence of those liberalizing educational movements that have developed particularly during the past half century.

Future of education

What shall we say of the future of education? I feel so sure of many things that I am going to be bold enough to recite some in the hope that they will help our mutual thinking.

● Present trends in education, as we know them, will continue. Education will

continue to have its conservatives, moderates, and experimenters.

● All alarmists and malcontents notwithstanding, there will be no immediate revolution in education. What we shall see is a continuing evolution, for forces throughout the world are constantly striving to give to children a progressively better deal, to make their lives happier as children, and to prepare them better to meet the days ahead.

● Life in the future will be much faster moving than that of today. The emotional strain will be more severe. The school, therefore, must play a leading part in striving to prepare children for this faster moving age. As the home must lay the foundation through protection and love, so the school must receive the pupils as individuals and treat everyone with kindness.

● The problem of discipline will always be a major one. The school must cooperate wholeheartedly with the forces of law and order to impress on children the necessity for right conduct and right living not only in school but also on the street. The golden rule must play a larger share in the minds of future generations if peace and, happiness truth and justice are to prevail.

● The schools will always be centres of intellectual development. But development of the mind of the child is not the only function of the school. Teachers and parents are well aware of this and are acting accordingly.

● The days of the narrow school curriculum have gone, never to return. The schools of the future, far from reducing their offerings, will present an even greater number of courses that will appeal to the varied interests and abilities of children. It is my opinion that, though the basis of education in Canada will always remain intellectual, a place must also be found in school life whereby all the other good characteristics of human nature will also be developed.

● Children at the extremes of the intelligence scale will be much better cared for in the schools of the next half century. Greater provision will be made for

Dr. W. P. Percival recently retired after 20 years as Director of Protestant Education for Quebec. Dr. Percival believes that Canadian schools have taken the best of the new philosophies of education to adapt the older to the needs of today.

the very bright and for those of duller mental qualities.

● Greater care will be taken to preserve the health of pupils and to remedy their physical defects.

● Teaching will become an increasingly respected profession. Barring major catastrophies in Canada, the day of the grossly underpaid teacher has vanished forever.

● The state will pay an increasingly large part of the expenses of the school. The inequalities of local systems of taxation will thus tend to disappear. I trust, however, that governments will continue to look to the local people to play a large part in the effective management of their schools.

● Research studies will be continued and more effectively utilized for the improvement of school programs and pupil ability.

● Schools will be affected adversely by the increasing amounts of leisure time available to parents unless adequate measures are taken for the protection of youth. The desires of parents to have their children with them on leisure pursuits will work against school purposes. It is not too early to discuss measures to protect youth in this respect.

● The need for trained teachers will increase in greater proportion than the school enrolment as far ahead as I can foresee. The problem of education of youth is secondary only to those of food, shelter, and clothing. The need for teachers will therefore grow continually.

● People will be more and more education-conscious with the years. Almost all parents now desire high school education

(Continued on Page 47)

President's Column



Thousands of Alberta teachers have spent many years beyond Grade XII preparing themselves at universities so that they may become well qualified, capable of doing an excellent job in the classroom. This is as it should be. The aim of the Alberta Teachers' Association is to have every classroom in the province eventually filled with degree teachers. This goal is being slowly but surely reached. Today 25 percent of all Alberta teachers have at least one degree. More every year are reaching this level in their professional education.

There is one stage of professional education, however, which many of us are neglecting. I refer to the in-service type. I wonder how many of us have ever given this important matter any consideration and how many have done anything about it. I believe in-service education is necessary for every teacher if he is not to vegetate. There are many ways in which each of us can carry on this self-improvement program.

A teacher should read a number of

professional books each year. New ideas are constantly being advanced which are important to our profession. Make use of your ATA Library to secure some of these books. You will find this a rich and rewarding experience.

Around the province in various centres teachers are engaged in local curriculum making. This gives the teacher an insight into the curriculum, the needs of children at various levels of learning, and the experience of writing and editing material to be used in the classroom.

Self-evaluation is another method of in-service education. The teacher checks periodically his attitudes, his philosophy of life, his personality, his appearance, his classroom control, his teaching techniques, his professional advancement, his relationships to his pupils, their parents, the community and the school authorities.

Some school boards make it possible for members of their staff to visit other classrooms while they are in session. This provides the teachers with an opportunity to gain new ideas, new techniques, and teaching data which often is of the greatest value.

The Banff Workshop provides yet another means of valuable in-service education. If you have an opportunity to do so you should attend as a delegate.

There are many other avenues of in-service education which could be mentioned. I believe it is important to us as a profession and to each teacher as an individual to supplement our formal training by some of the means mentioned above or others that may come to mind. As we grow professionally as teachers, so will our profession advance.

Experience shows high standard is the best way of—

Meeting The

RECRUITMENT and retention — not simply recruitment — equally affect teacher supply. It is significant that teachers' organizations across Canada emphasize retention rather than recruitment. All provincial teachers' organizations have committees which work constantly on some phase of teacher retention or recruitment, looking for solutions which will improve the status of the profession. As a result of such study and research, teachers are convinced that teacher drop-out is more responsible for the present teacher shortage than an actual lack of recruits. Teachers feel that pressure on recruitment and the methods used to induce candidates into the profession, mainly through short courses and the lowering of standards, constitute a short-term and short-sighted program. These short-term measures are not getting candidates who stay in the profession and they are steadily lowering the prestige of all teachers. In radio talks this year, Dr. LaZerte said, "Short-term rather than long-term policies have been resorted to on every hand . . . Government policies of the past have given us a teacher shortage . . . The solution to the teacher shortage problem is to raise standards."

One viewpoint, often subscribed to by provincial governments, is that lowered requirements will tend to make more teachers available and that general adoption of such a policy is necessary in order to staff the classrooms during the continuing, acute shortage of teachers. The teaching profession, generally, out of long and disillusioning experiences with this policy, takes the opposite viewpoint—that qualified teachers in adequate numbers can only be secured for our

schools and retained in them as standards are enforced at professional levels.

It is the purpose of this bulletin to examine the effect of both high and low standards of teacher certification upon the supply of teachers, and to present the case for an immediate general increase in the requirements for certification in every province. This bulletin does not contend that the achievement and maintenance of high standards of certification will solve the teacher supply problem overnight. There are no quick and easy solutions to the present actual shortage of qualified teachers. This bulletin does contend, however, that the only effective solution to obtaining and keeping sufficient qualified teachers for our schools is the high-standards approach, and that any other approach only produces a chronic and increasingly acute shortage of qualified teachers.¹

Information Bulletin 54-5, *Teachers Holding Degrees*, indicated that the number of teachers holding degrees was dependent upon three factors: type of teacher education program, salaries offered, and extent of urbanization. This bulletin indicated that in order to obtain significantly more teachers with degrees it would probably be necessary to offer attractive salaries and to have teacher education conducted at universities.

Information Bulletin 55-1, *The Teacher Shortage*, defined teacher shortage and indicated the shortage in each province. In 1953, over 33,000 teachers in Canada (35 percent of all teachers) did not have senior matriculation or its equivalent plus one year of teacher education. There was no attempt, however, to indicate in Bulletin 55-1 what factors accounted for the shortage of qualified teachers. That is

Teacher Shortage

CTF Research Division

one of the purposes of this bulletin.

In Canada, it is very difficult to show how our chronic teacher shortage might be eliminated. This is because differences in minimum qualifications for permanent certification across the country have not differed generally by more than one year of training. In addition, nearly all provinces have given individuals permission to teach when they did not have the official minimum qualifications. Not until October, 1953 did one province, Saskatchewan, declare that the traditionally desirable minimum requirement — the First Class Certificate—was inadequate by prescribing two years of teacher education above senior matriculation for permanent certification.

Relation of qualifications to salaries and provincial wealth

Table 1 shows the relationship between minimum qualifications for permanent certification, teachers' salaries, and personal income in six provinces. Only the three provinces with the fewest number of teachers with less than first-class certification or its equivalent, and the three with the most are shown. This table shows that Saskatchewan with the highest teacher certification standards in Canada, although fourth in wealth and teachers' salaries, has a smaller percentage of teachers with less than first-class certification than Ontario that is first in wealth and second in salaries. It also shows that while British Columbia and Ontario have the same minimum qualifi-

-
- low standards attract itinerants
 - high standards attract better students
 - the rate of drop-out increases with lowering of standards
 - Saskatchewan has the highest standard of all Canadian provinces and the smallest number of teachers with less than first-class certificate standing
-

cations, British Columbia has fewer teachers with less than the minimum qualifications. However, in British Columbia, the average salary relative to provincial wealth is higher than in Ontario. The data in Table 1 would seem to indicate that there are two prerequisite conditions to meeting the teacher shortage: higher qualifications and better salaries.

At the other end of the scale, Quebec, which is sixth in wealth and eighth in salaries, with the lowest qualifications until recently, has almost as large a percentage of teachers with less than second-class certification or its equivalent, as Newfoundland, which is much poorer but has had higher qualifications for certification and better salaries relative to wealth. Quebec compares even more unfavourably with P.E.I. Quebec, with more wealth, has about three times as large a percentage of teachers with less than second-class certification. From this it would appear that qualified teachers are obtained by having higher standards of certification and attractive salaries relative to wealth.

Table 1

**Relation of Teacher Qualifications to Average Salary of Teachers and
Per Capita Income of Provinces, 1952-53**

| Province | Official minimum qualification for perm. certificate | | Average Salary 1952-53 | Rank among ten prov. | Per capita income 1952 | Rank among ten prov. | Percent of teachers with less than first-class certificate 1952-53 | Rank among ten prov. |
|---------------------|--|-------------------|------------------------|----------------------|------------------------|----------------------|--|----------------------|
| | Grade on entrance | Years of training | | | | | | |
| Sask. ¹ | 12 | 2 | \$2,346 | 4 | \$1,256 | 4 | 16.8 | 1 |
| B.C. | 13 | 1 | 3,459 | 1 | 1,374 | 2 | 12.5 | 1 |
| Ont. | 12 | 2 | 3,058 | 2 | 1,412 | 1 | 17.3 | 3 |
| | 13 | 1 | | | | | | |
| P.E.I. | 11 | 1 | 1,464 | 10 | 689 | 9 | 64.2 | 8 |
| Nfld. ² | 11 | 1 | 1,477 | 9 | 612 | 10 | 85.6 | 10 |
| Quebec ³ | 9 | 1 | 1,537 ⁴ | 8 | 995 | 6 | 61.2 | 8 |

¹Saskatchewan is the only province in Canada at the present time that is not issuing a permanent certificate to any teacher without two years of training above senior matriculation.

²Until recently, Newfoundland qualifications for certification were much lower which explains much of the difference between it and P.E.I. with regard to number of teachers with less than second-class certificates (see footnote 5).

³Catholic Quebec has raised its standards. Beginning next year the minimum requirement will be Grade 11 instead of Grade 9. Protestant Quebec has had Grade 11 entrance requirements for years.

⁴Average salary for all lay teachers was \$1737 in 1952-53.

⁵With less than second-class certification or its equivalent: P.E.I.—13.9 percent; Newfoundland—59 percent, Quebec—46.4 percent.

The raising of standards in Catholic Quebec

New regulations regarding admission to the Catholic normals schools of Quebec have been in force since September, 1954. Beginning September, 1956 the minimum certification requirement will be Grade 11 plus one year of teacher education. This means that in a three-year period the minimum qualification for certification will be raised a full two years. It is reported that despite the raising of standards all Catholic normal schools are full of students this year.

The raising of standards in Saskatchewan

It was mentioned above that Saskatchewan announced the raising of its standards for teacher certification in October, 1953. Teacher education in the province is now coordinated. Students

enter the teachers' colleges with senior matriculation and take one year of teacher education. The second and succeeding years are taken at the College of Education. The year at the teachers' college is credited by the College of Education. To obtain the minimum permanent certificate, called the Standard, requires two years beyond senior matriculation. To obtain a bachelor of education degree requires four years beyond senior matriculation.

It is of great interest to note what happened when certification standards were raised. In the first case, the raising of standards has resulted in tremendously increased enrolments, as the data in Table 2 show. Since the announcement, the enrolment increased by some 18 percent the first year and by 36 percent the second year.

Table 2
Enrolments in Teachers' Colleges and the College of Education
in Saskatchewan

| Institution | 1950-51 | 1951-52 | 1952-53 | 1953-54 ¹ | 1954-55 | 1955-56 ² |
|---|---------|---------|---------|----------------------|---------|----------------------|
| Moose Jaw Teachers' College | 274 | 225 | 229 | 230 | 267 | 315 |
| Saskatoon Teachers' College | 351 | 320 | 319 | 344 | 402 | 476 |
| College of Education University of Saskatchewan | 268 | 201 | 161 | 196 | 242 | 260 |
| Total | 893 | 746 | 709 | 770 | 911 | 1,051 |

¹Year standards raised.

²Preliminary figures.

The raising of standards has had several other effects besides increasing enrolments. First, the proportion of male entrants to female entrants has increased significantly. According to reports, not only has the quantity of applicants in teacher education increased, but also the quality has improved. In addition, with the increased enrolments it is now possible to screen teachers in training before graduation.

The raising of standards has apparently also had an effect on the number of teachers entering and leaving Saskatchewan, as the data in Table 3 shows. In the year following the announced changes, fewer teachers requested transcripts to teach in other provinces. Also, the largest number of teachers trained outside Saskatchewan applied for Saskatchewan certificates.

Table 3
Teachers Entering and Leaving Saskatchewan

| Destination | 1951 | 1952 | 1953 ¹ | 1954 | 1955 |
|---|------|------|-------------------|------------------|------------------|
| Transcripts sent to other provinces | 291 | 314 | 247 | 231 | 213 |
| Certificates issued to persons trained outside Saskatchewan | — | — | — | 102 ² | 122 ³ |

¹Year standards raised.

²Largest number in previous years 25. Only 10

of 102 from United Kingdom.

³Only 10 of the 122 from United Kingdom.

Undoubtedly, another factor that has assisted in increasing the enrolments at the teacher training institutions, in decreasing the number of teachers leaving Saskatchewan, and in increasing the num-

ber of teachers coming into Saskatchewan, has been the general improvement in salary schedules. This is reflected in the average salaries reported for the last few years in Table 4.

Table 4
Average Salaries in Saskatchewan

| | 1950-51 | 1951-52 | 1952-53 | 1953-54 | 1954-55 |
|----------------|---------|---------|---------|---------|---------|
| Average Salary | \$1,931 | \$2,085 | \$2,412 | \$2,673 | \$2,944 |

The raising of standards in Protestant Quebec

Protestant Quebec raised its standards slightly in 1951-52 by requiring complete junior matriculation for entrance to teacher training. At the same time, it introduced a two-year course which is the first two years of a four-year bachelor of education program. The last two years of the bachelor of education program are taken at McGill. The result of the raising of standards is shown in Table 5.

The tightening of the junior matriculation entrance requirements has had an

effect on the enrolment in the elementary certificate course, particularly in the last two years. In addition, the bachelor of education program is attracting an increasing number of students. While the raising of standards in Protestant Quebec has not had as immediate and as spectacular an effect as in Saskatchewan, enrolments have increased, and it is reported that the quality of student has also improved. Saskatchewan may have obtained the greater increases because it raised its standards more.

Table 5
Enrolment, Institute of Education of McGill University—Macdonald College¹

| Year | Elementary | Kindergarten | B.Ed. Program | | | High School | Total |
|----------------------|------------|--------------|---------------|----------|-----------|-------------|-------|
| | | | Intermediate | Freshman | Sophomore | | |
| 1950-51 | 92 | 11 | 39 | | | | 142 |
| 1951-52 ² | 95 | 8 | 33 | 21 | | | 157 |
| 1952-53 | 114 | 16 | 26 | 19 | 17 | | 192 |
| 1953-54 | 113 | 10 | 31 | 40 | 17 | 11 | 222 |
| 1954-55 ³ | 149 | 9 | 41 | 41 | 41 | 5 | 286 |
| 1955-56 ⁴ | 208 | 17 | 38 | 45 | 39 | 33 | 380 |

¹Students entering the Elementary, Kindergarten, and B.Ed. programs have junior matriculation; those entering the Intermediate program have completed senior matriculation; and those entering High School program have a degree.

²Since 1951-52 junior matriculation applicants must have full ten subjects. Those failing supplementals are required to withdraw. Two-year course of

B.Ed. program introduced.

³Tuition fees changed for first time in history of the school.

⁴In 1955-56 there are eight registered in the third year of the B.Ed. program at McGill. The increase in the number of candidates for the High School Diploma in 1955-56 is accounted for by the transfer of the McGill course to Macdonald.

The raising of standards in the United States

In the United States where there have been quite large differences in minimum qualifications and where there are a great number of states, comparisons are much easier to make than in Canada. The remainder of this bulletin is based on data reported in *A Calendar for Certification of Kansas Teachers*. The data will show

primarily that raising standards attracts more and better people into the profession, and attractive salaries, relative to wealth, assist in decreasing or eliminating the teacher shortage.

Comparative preparation for certification

Nation-wide studies show that the supply of new teachers is better in states

which insist on high standards of preparation. The high-standard states in 1952 prepared 70.2 percent as many degree teachers as were necessary to meet the demand. The low-standard states prepared only 50.7 percent as many as were needed. Even when all those certified on 60 hours² and above are included, the supply in low-standard states was only 77.6 percent of the demand.

Arizona and South Dakota provide illustrations of extreme differences in teacher supply. Arizona, one of the 27

states with the degree requirements now in force, has no temporary or emergency certificates outstanding. In 1952, Arizona's supply of degree teachers at both the elementary and secondary levels exceeded its demand. In contrast to Arizona, South Dakota had, in October, 1952, 672 temporary and emergency certificates in force, some issued on only nine college hours.

Table 6 shows the latest enrolment changes in Kansas universities and colleges.

Table 6
Percent Enrolment Changes in Kansas Universities and Colleges,
1953-54 to 1954-55

| Type of college | Teacher education enrolment | Total college enrolment |
|-----------------|-----------------------------|-------------------------|
| 4-year college | 26 | 12.04 |
| 2-year college | 11.44 | 9.16 |
| All colleges | 24.42 | 11.63 |

This table indicates that greater enrolment increases have been experienced this year in Kansas in teacher education courses than in total college enrolment. The increases have been even more significant in four-year education courses than two-year education courses. It should be pointed out that by 1958 a degree will be required as minimum qualification for membership in the Kansas State Teachers' Association and that in 1959 a degree will be the minimum qualification for issuing a teaching certificate.

Kansas and Oklahoma have similar

areas and problems, with Oklahoma having slightly less wealth than Kansas. Some years ago both Kansas and Oklahoma had an 8-hour minimum requirement for certification. Kansas now has a 60-hour requirement and Oklahoma has a 102-hour requirement. Table 7 shows the distribution of certificates by training in Oklahoma and Kansas. The data indicate that raising standards to a higher level in Oklahoma than in Kansas has helped the problem of teacher supply in Oklahoma more than in Kansas.

Table 7
Percent Distribution of Elementary Certificates in 1952 in
Kansas and Oklahoma

| Certificate Standard | Kansas | Oklahoma | |
|----------------------|--------|----------|-------|
| | | White | Negro |
| Degree or better | 51.73 | 86.6 | 95.16 |
| 60-119 hours | 39.15 | 13.37 | 4.84 |
| Less than 60 hours | 9.12 | 0 | 0 |

Reports from states which raised standards in recent years

The following excerpts indicate that in all states where standards have been raised teacher education enrolments have increased significantly and the number of standard certificates issued has increased.

Washington

A fifth year of university is now required for standard certificate.

In 1945, 7 percent of university enrolment was in teacher education, while in 1950, 14 percent of university enrolment was in teacher education.

In 1951, 1,455 temporary certificates were issued, while in 1953 only 836 were issued and these were degree certificates.

Illinois

The number enrolled in teacher education programs was:

1945 — elementary — 675; secondary — 812; total—1,487;

1950 — elementary — 946; secondary — 3,927; total—4,973.

The number of regular certificates issued was:

1945-46—elementary—1,477; secondary —1,243;

1950-51—elementary—2,298; secondary —2,556.

Connecticut (report from State Department of Education)

Evidence indicates higher requirements attract an increasing number of prospective teachers. Connecticut is holding tenaciously to teaching demands for professional competency. Certification with less than four-year minimum is considered undesirable as sub-standard certification threatens quality of education opportunity. Despite a marked increase in the total number of teachers and an acute shortage of elementary teachers, the number of sub-standard certificates is proportionately decreasing.

Regular day students in Connecticut's four state teachers' colleges indicates increasing prestige of profession: 1946—1,111; 1950—2,680.

Valid certificates have been issued as follows: 1946—2,300; 1951—3,110.

Mississippi

This is one of the low-standard states along with Kansas and furnishes the following information as of February 1953.

Enrolment in teacher education programs that meet new certification requirements continues to increase since the date when new requirements were adopted by the State Board of Education in 1949. The new certification program which sets forth a degree minimum for elementary teachers becomes effective May 1, 1954.

The profession has greater stability in the high-standard states

The drop-out for the year 1952-53 in the high-standard states was 9 percent and in the low-standard states it was 11.5 percent.

Kansas lost 573 teachers in 1952-53 to 15 other states. Of these 507 (87 percent) went to states whose minimum certification is higher than that of Kansas, 466 of the number going to states where a degree is required for certification.

On the other hand Kansas secured 1,447 from other states, but 1,346 (93 percent) of these came from states classified as low-standard states.

Relation of average salary for teachers to per capita income of states

In general, the most important factor in determining the average salary of teachers in a state is the state's per capita income. However, teachers' salaries tend to be higher in the states that have high standards of certification irrespective of per capita income. In states where a degree is required for certification the ranks for average salary of teachers tend to be considerably higher than the ranks for per capita income. In the low-standard states the ranks for average salary of teachers tend to be considerably lower than the ranks for per capita income.

A comparison of Kansas with Arizona,

a high-standard state which now has a surplus of elementary teachers with degrees and with South Dakota, a low-standard state with a high percentage of emergency certificates issued annually, is shown in Table 8. This table shows that salaries relative to wealth and certification standards have an effect on teacher

shortage. Arizona, with high salaries relative to wealth and high certification standards has no shortage, while Kansas and South Dakota with low salaries relative to wealth and low standards have shortages of qualified teachers even with a low level of certification.

Table 8
Relation of Average Salary, Per Capita Income, and Certification Standards to Teacher Shortage

| State | Per capita income 1952 | Rank among states | Average salary 1952-53 | Rank among states | Certification standard | Teacher shortage |
|------------------|------------------------|-------------------|------------------------|-------------------|------------------------|------------------|
| Kansas | \$1,698 | 15 | \$3,025 | 31 | Low | Considerable |
| Arizona | 1,498 | 26 | 3,800 | 10 | High | None |
| South Dakota | 1,258 | 37 | 2,500 | 39 | Very low | Large |
| National average | 1,639 | — | 3,530 | — | | |

In the twelve high-standard states shown in Table 9 the average per capita income is \$1,783 or \$94 above the national average. The average salary for teachers is \$3,717 or \$187 above the national average of \$3,530. Six of these

states rank among the top ten in per capita income, but two states rank among the bottom ten. Their ranks in teacher salary, however, are 14 and 12 points above their per capita income ranks.

Table 9
Relation of Average Salary for Teachers to Per Capita Income of States and Percent of Elementary Teachers Without Degrees in Twelve High-Standard States Which Prepared Only Teachers with Degrees

| State | Per capita income 1952-53 | Rank among 48 states | Average Salary 1952-53 | Rank among 48 states | Variation of rank in salaries from rank in per capita income | Percent elementary teachers without degrees |
|-----------------|---------------------------|----------------------|------------------------|----------------------|--|---|
| Arizona | \$1,498 | 26 | \$3,800 | 10 | +16 | 2.5 |
| California | 2,032 | 5 | 4,300 | 2 | + 3 | 15 |
| Connecticut | 2,080 | 3 | 3,806 | 9 | - 6 | 26 |
| Delaware | 2,260 | 1 | 4,125 | 3 | - 2 | 20.8 |
| Louisiana | 1,206 | 40 | 3,246 | 26 | +14 | 15 |
| Maryland | 1,761 | 11 | 3,960 | 4 | + 7 | 32.4 |
| New Jersey | 1,959 | 7 | 3,868 | 6 | + 1 | 7 |
| New York | 2,038 | 4 | 4,620 | 1 | + 3 | 6 |
| North Carolina | 1,049 | 45 | 2,948 | 33 | +12 | 7 |
| Rhode Island | 1,655 | 18 | 3,435 | 19 | - 1 | 29.9 |
| Utah | 1,450 | 29 | 3,300 | 21.5 | + 7.5 | 26 |
| Washington | 1,810 | 10 | 3,725 | 12.5 | - 2.5 | 16 |
| Median | 1,733 | | 3,761 | | | |
| National Median | 1,639 | | 3,530 | | | |

It will be noted that only four states have a difference in rank between per capita income and average salary that is negative. Three of these are among the ten highest in per capita income and the average salary is still well above the national average. Rhode Island is the only state with a negative variation in rank where teachers' salaries are below the national average. However, according to a later report from the National Edu-

cation Association, the Rhode Island average was \$220 above the national average by 1953-54.

The remaining eight states have salary ranks higher than per capita income ranks, the greatest difference being Arizona whose salary ranks is 13 points above the per capita income rank. This is just the reverse of the situation in Kansas shown in Table 10.

Table 10
Relation of Average Salary for Teachers to Per Capita Income of States
and Percent of Elementary Teachers Without Degrees in
Twelve Low-Standard States

| State | Per capita Income 1952-53 | Rank among 48 states | Average Salary 1952-53 | Rank among 48 states | Variation of rank in salaries from rank in per capita income | Percent elementary teachers without degrees |
|-----------------|---------------------------------|-------------------------------|------------------------------|-------------------------------|--|---|
| Arkansas | \$ 951 | 47 | \$2,037 | 47 | 0 | 48 |
| Iowa | 1,545 | 24 | 3,093 | 29 | - 5 | 34 |
| Kansas | 1,698 | 15 | 3,025 | 31 | -16 | 46 |
| Kentucky | 1,135 | 42 | 3,260 | 24 | +18 | 58 |
| Minnesota | 1,491 | 27 | 3,475 | 17 | +10 | 73 |
| Montana | 1,697 | 16 | 3,265 | 23 | - 7 | 66.6 |
| Nebraska | 1,566 | 23 | 2,475 | 40.5 | -17.5 | 70 |
| North Dakota | 1,223 | 39 | 2,425 | 45 | - 6 | 69 |
| South Dakota | 1,258 | 37 | 2,500 | 39 | - 2 | 69 |
| Tennessee | 1,126 | 43 | 2,465 | 42 | + 1 | 48 |
| Wisconsin | 1,649 | 19 | 3,418 | 20 | - 1 | 55.4 |
| Wyoming | 1,607 | 21 | 3,250 | 25 | - 4 | 50 |
| Median | 1,287 | | 2,891 | | | |
| National Median | 1,639 | | 3,530 | | | |

In the twelve states lowest in teacher preparation standards shown in Table 10, the average per capita income is \$1,287 or \$352 below the national average. The average salary for teachers is \$2,891 or \$639 below the national average.

In comparing Tables 9 and 10 it should be noted particularly that North Carolina, a high-standard state, has the lowest per capita income and the lowest average salary of the twelve states listed in Table 9. In addition it has a lower per capita income than eleven of the twelve low-standard states in Table 10 and a lower average salary than seven of the

twelve. Even more noteworthy is the fact that only 7 percent of its elementary teachers did not have degrees.

The data in these tables show that even a very poor state like North Carolina can obtain well-qualified teachers when high standards of certification are maintained and when salaries relative to wealth are attractive.

Summary

The evidence presented in this bulletin shows

- Raising standards of certification,
(Continued on Page 43)

Grammar

How Why? When?

MIRIAM S. COX

NOT long ago I was neatly lassoed into the "why grammar" arena when a small group of teachers met for an informal chat with a prominent English professor just before a scheduled teachers' institute. As the gracious hostess introduced me to the speaker, she commented that I was particularly interested in promoting student writing. Immediately the professor queried: "Do you believe it is necessary to teach grammar in order to produce good writers?" Unhesitatingly I answered: "Yes, I believe we need to build a solid foundation of grammar, but it is vitally necessary to show students every step of the way exactly *how* this grammar applies to their speaking and writing".

The repercussions came even sooner than I had anticipated: the very next day I was challenged by an English teacher—one whom I greatly admire, incidentally, for her consummate skill in vitalizing literature for students. I gathered at the outset that she violently disagreed with my stand on grammar, but then confusion stock-piled about me. Were we talking about the same thing? The word "grammar" which both of us were tossing about so glibly seemed to have strangely different meanings for each of us. Puzzled, I asked at last: "Exactly what do you mean by 'grammar'?"

"Why, the parts of speech and their nomenclature", she answered.

No wonder we disagreed! When I had so stoutly affirmed in the pre-institute meeting my belief in the value of grammar instruction, I was thinking of it as the science of putting words together forcefully and correctly to build effective sentences. To me, the parts of speech

are only the skeletal framework of grammar—important, yes, but no more the essence of grammar than the skeleton is the whole man.

Instantly I was intrigued: what does "grammar" mean to other people? My interest propelled me into a little campaign to discover the connotations of the word to various faculty members, office personnel, and neighbours. Here are some of the answers.

A study of the English language.
Declensions, conjugations, and work usage.
The eight parts of speech.
Correct spelling, punctuation, and usage.
Knowing the rules of the language so we can be guided in our speaking and writing.
Diagraming.

Some responses were more whimsical than enlightening.

To me the word means the drill given by my one-armed English teacher in the eighth grade.

The word conjures up a picture of a very lovely lady who guided me in my early teaching years when I, with my master's degree in history lying on the shelf, was assigned to teach English.

I always associate it with the grammar books with the bright red covers which I used all during high school.

I then probed into my students' thinking on the subject, asking them to write on a slip of paper what the word "grammar" meant to them personally. Some of their answers gave me substantial food for thought.

It means reading and writing.
The things you say and how you say them.
The ability to speak in a clear loud voice with good sentence structure. (This came from a girl whom I had repeatedly urged to "speak up".)
The way you make a sentence out of words.
Without grammar you could hardly write a letter.

If you use it correctly at all times, people feel you're well educated, have a good home life, and they will give you more responsibility.

The word "grammar" means the way you put your words together to make good sentences in writing and speaking. (I gave a silent cheer for this.)

It means rudimentary English to me. I seldom use it any more.

Punctuating your sentences right is good grammar.

Grammar is talking. Grammar can be either good or bad; it depends on the person. (I was grateful, at least, for that semicolon: we had just finished an intensive bout with commas and semicolons.)

The word "grammar" means a panoramic view of English. (The word "panoramic" had been on our vocabulary study list the previous week.)

Grammar used to mean verbs, nouns, adverbs, and adjectives to me, but this year it means all the mechanics that help us write good sentences. (Hurrah!)

Grammar is the oil that makes the mechanism of the English language run smoothly.

It is the best game or puzzle that has been made.

Grammar enables you to say what you mean more clearly and gracefully.

Poor grammar is a lot of times used by comedians to be funny.

When you hear a person using good grammar, you think that he was raised right.

Grammar means all the things you learn in school such as reading, writing, and arithmetic. They call some schools "grammar" schools, but every school is a grammar school because you learn something new every day.

One boy resorted to a simile:

Grammar is like the pieces of cardboard in a jigsaw puzzle. They're nothing alone, but when you put them together they paint a picture.

After reading these answers I realized I had gained a slightly sharper insight into the question asked by a girl during the fall term when, for a period of several weeks, I had daily been placing on the board both graphic and awkward sentences taken directly from the compositions the students were currently writing. As a group we had analyzed what made the sentences good or poor, and then had experimented with various ways of improving the defective ones. Every phase of English mechanics had been touched upon some time or another: apostrophes in possessives, punctuation, converting two choppy simple sentences into one smooth complex sentence, condensing a wordy adjective clause into a concise appositive and so on. From my point of view, I was teaching "functional grammar" every day, and I could see that many students were making an intelligent effort to improve the quality of their own sentences. One girl, in fact, told me it took her twice as long to get her history assignment now because she was trying so hard to carry over into all her writing what we were studying in English.

I was quite nonplussed, therefore, when another girl asked: "Aren't we going to study grammar in this class?"

Later when, as a natural outgrowth of our composition work, I singled out possessives (which had been flagrantly misused and abused in the students' writing) for special intensive drill, the girl felt better. Here was "grammar" as she knew it—a neat little package of English that she could tuck into her orderly little mind with a minimum of thinking. This was ever so much more palatable to her than actually having to use possessives properly in her own writing!

Yes, I believe in teaching grammar—if we first make sure that students understand exactly why they are learning it and then give them ample practice in using it as a tool to improve their writing and speaking skills. What is to be gained from a study of active and passive voice, for instance, if we merely teach that the passive takes a past participle plus the proper form of "to be" and then fail to show that using the active voice preponderantly instead of the less virile passive can animate their writing?

Why teach simple, compound, and complex sentences except as devices to secure greater variety, conciseness, and precision of meaning? There is no practical value in merely being able to classify sentences into one of these categories; who except an English teacher is ever going to be confronted in a life situation with the question: "Is this sentence compound or complex?" Yet the ability to use the various kinds of sentences skillfully can make the difference between puerile and mature language patterns.

Teachers have to build the bridge between grammar and its application to problems of writing and speaking; the average student (and many a superior one) simply doesn't do it for himself. Aren't we all familiar with the pupil who can glide through an objective test in English, unerringly filling in the blanks with the proper verb or pronoun, but whose writing is a confused jungle of "and" and "so" clauses that become a burial ground for any little waif of thought that might have wandered into it?

(Continued on Page 50)

What About Homework?

Is it a character-builder or a waste of teachers' and students' time?

RUTH STRANG

TO give homework, or not to give homework—that is the first question. The answer depends on a second question: what kind of homework gets the results desired? Both of these questions must be considered with reference to the mental ability and age of the pupil, home conditions, the opportunities for study in school, and the stimulating nature of the curriculum and instruction.

How do pupils of different ages and ability feel about homework? What kind of homework do they resent? What kind of homework gives them satisfaction?

The pupils themselves give us valuable insight into these questions. They show us how they regard homework and what it means to them.

The pupils' comments about homework are of course based on first-hand personal experience. Though their statements are sometimes naive and slanted so as to make a favourable impression, they are still revealing. Pupils often express their ideas simply, directly, and vividly. Their introspective reports are a useful source of data on homework problems. These can be obtained in compositions or in group discussion by any teacher who can evoke the interest and cooperation of the pupils in expressing their ideas about the specific kind of homework they are being given.

Teeners score work hampering social life

There are variations in the views expressed by pupils of different ages. Pre-adolescents tend to complain most frequently about having too much homework. This objection may be owing to

the fact that they have just begun to have homework, or it may be part of their general desire for independence from adult domination. They object especially to having homework over the weekend.

A group of seventh graders who were free from homework over the weekend but averaged an hour a night during the school week believed that one reason for homework is that it keeps them out of trouble or mischief and off the streets at night. Some said their parents' and teachers' methods of helping them with their homework were contradictory and therefore confusing. Compositions from several hundred pupils of the same age contained similar points of view.

Adolescents are more likely to object to the time which homework takes off from the many other possible activities of their expanding adolescent world. Extra class activities, dates, and part-time work usurp their after-school time. Homework becomes particularly objectionable to them when their parents seize upon it as the solution to the problem of low marks on their report cards and insist they curtail their activities until they bring their marks up.

Able learners take a reasonable view of homework; they state clearly the kind of homework they dislike and the kind that is challenging to them. One group of gifted youngsters in the seventh and eighth grade had much to say about homework. They felt it was unnecessary in the lower grades of the elementary school. In fact, they thought homework should not be given before the seventh grade. A little homework, they said, should be given then, and more in the eighth grade. This is necessary, they

thought, in order to help pupils make the transition to high school where homework is the rule.

Type of assignments challenged by pupils

But even in high school, some felt, much of the kind of homework given is not essential. They also said that it takes away time from voluntary reading. Others objected to homework assignments that are too easy and too mechanical for able learners. For them, exercises from the grammar text and other unnecessary drills are a waste of time. They often say, "The homework assignments do not challenge our interest". They object to doing 'busy-work' and just going through the motions.

But there are certain kinds of homework that do challenge their interest and seem to them worthwhile. The kinds of homework assignments they like to do include writing 'research' reports; finding arguments on both sides of a controversial issue; doing assignments that pose a problem or that give them an opportunity to use their own ideas; putting certain passages into modern English, like the paraphrasing of Hamlet; memorizing selections from great literature; having a choice of topics on which to write essays; and being free to read the books they want to read.

Less able learners tend to emphasize the length and difficulty of their assignments. They think teachers should get together and make a reasonable apportionment of the homework they are giving to the same pupils. Now each teacher piles on the homework without reference to the assignments of other teachers.

If we listen to the pupils we can learn to modify our homework practices to meet their needs. Certainly we should consider the views of those who have to do homework.

Values of homework queried in high school

In addition to the pupils' views of homework, it is also helpful to get the views of those who assign it. Arguments

against giving homework in the first six grades of the elementary school are that the regular school program should provide for all the studying that the pupils need to do, and that homework may deprive children of desirable social experiences and outdoor physical activities.

If instruction in the elementary school is sound, pupils will probably do at home a good deal of homework which may be encouraged but not required. Certainly some of the seventeen hours which children spend, on the average, each week viewing television might well be devoted to homework on meaningful and interesting problems growing out of school instruction.

In secondary school, many teachers and administrators believe that homework is an essential part of high school education. Some of these advocates of homework believe that individual home study is intrinsically valuable. Others think that it is necessary in order to cover the content of the secondary school curriculum.

There are increased numbers of educators, however, who are skeptical about the value of homework as it is now assigned. Teachers who are also parents seem to be less convinced of the values of homework than are teachers who see the problem chiefly from the school point of view.

Experiment for desired goals of home study

Some advocate drastic changes in the amount and kind of homework given. Others would give up homework entirely. Some have suggested various alternatives to replace homework. They recognize the need for experimenting to discover what kind of home study, if any, will get the desired results.

Teachers and administrators sanction homework for different reasons. Some of these reasons are largely personal, influenced by various philosophies of education and various concepts of the psychology of learning. However, certain recommendations have resulted from a thoughtful analysis of situations in which

Proponents of homework say

It's a form of discipline, and builds character.

It promotes independence and a sense of responsibility.

It keeps children at home.

It helps pupils do better on exams.

It helps high school students develop study habits they'll need in college.

It is necessary for a thorough understanding of a subject.

Opponents of homework say

It wastes the students' time, which could be devoted to athletics, hobbies, or social experiences.

It wastes the teacher's time, which could be spent in preparing more interesting classes.

It causes tension in children.

It is usually not done under conditions conducive to study, because there are too many distractions in the home.

Teachers have observed the effects of homework on groups of students. A range of representative points of view is given here to provide further background for understanding the homework problem.

Moral compulsion vs. discipline value

Some educators and parents still believe that it is good for children to do something difficult, just because it is difficult. This is the "spare the homework and spoil the child" attitude. To persons with this point of view the content of homework is less important than its discipline value. They believe that by making a child do his homework when he would rather be watching television or having a good time with friends, the parent is teaching the child to adjust to situations which he must face all his life.

According to this view, homework has moral as well as intellectual value. The character-building value of the experience of doing a piece of work without outer compulsion and in the face of distraction is frequently mentioned in support of homework.

Satisfying homework habits vital

These advocates of homework, however, would not increase study difficult-

ies unnecessarily; they advise parents to provide a comfortable, quiet place for study and, if possible, furnish reference books which the student may need.

Some educators believe homework develops independence and responsibility. So far as the school is concerned, the pupil is on his own when studying at home. When this is true, he may be expected to develop initiative, self-direction, and independence in getting his work done. Homework may give the pupil practice in recognizing, defining, and studying new problems. However, this value is better achieved when the pupil takes responsibility and of his own accord pursues some interest aroused in school. Actually, the parents' supervision in some homes is closer than the teachers' supervision in school. Consequently the children do not learn to put forth effort voluntarily and often are not prepared for the freedom of a college campus.

Some teachers and parents say that if children, boys particularly, have homework to do, they will stay at home, not run around the streets at night and get involved in delinquent behaviour. This view implies that homework is the only worthwhile thing children do at home. If this is true, it is a serious criticism of homes and schools; it implies that they

do not stimulate pupils' interest in worthwhile leisure activities.

The positive side of this point of view, namely the association of intellectual pursuits with the home, is seldom recognized. If education is to continue throughout life, children and young people should become accustomed to spending some time at home in studying as well as in recreational reading.

Whether or not this value of homework is realized depends on the satisfaction the pupil gets from it. If the home study is enjoyable and seems worthwhile to the pupil, the chances are that he may continue to make similar use of his home time in after-school years.

In some communities teachers say that they give pupils homework because the parents demand it. If the child goes home night after night with no homework, these parents criticize the school or the teacher. "It wasn't like that when we went to school", they say.

English parents arouse anxiety in children

In England, parents' insistence upon homework for their children clearly stemmed from their anxiety concerning the competitive examinations that determined their children's future. In the survey of homework conditions made in England and Wales in 1937, 348 of the 390 parents questioned replied "No" to the question, "Do you think your boy would be able to reach as high a standard (on outside competitive examinations) if his evening work were planned by himself?". Only 42 replied "Yes".

These parents thought of homework as the path to prosperity. If their child could pass the Special Place examination, then he could continue his education. That parents should be concerned for the progress of their children is natural. However, the belief of parents and teachers that homework, over and above the study done in school, is necessary for such progress is questionable. If homework is associated with the passing of competitive examinations, it arouses a sense of urgency and anxiety.

Time to integrate ideas

Among those who advocate homework in secondary school are some who believe the school day is not long enough to provide thorough, functional learning. It takes time, they say, to master a subject—to review important points, to integrate ideas from many sources, to relate school learning to life problems.

To develop skill in certain processes, much practice is necessary. To gain a real understanding of principles, it is necessary to apply them to many kinds of problems. Consequently, to supplement the practice and instruction which pupils obtain in school, study assignments must be extended into the after-school hours. One criterion of effective school instruction is the degree to which it carries over into life outside the school.

Another argument for home study in high school is the development of study habits needed in college. According to this view, studying in the evening in high school is important preparation for college or university, where evening study is required.

Homework as enrichment

Some favour homework as an enrichment rather than a supplement of school experiences. Thus a member of administrators favour a modification rather than an abolition of homework assignments.

Other educators express opposite points of view. They are against homework. They do not think it is necessary if—the curriculum is sufficiently rich and flexible to afford stimulating experiences in the classroom;
—the student receives individual attention and help in the development of fundamental skills;
—the learning of skills is made part of the classroom experience, and has interest and meaning for the students;
—the teacher fosters the best possible learning atmosphere by giving the children sympathetic aid in solving their problems.

These educators raise the objections that

—homework assignments given by the teacher do not promote self-direction;

—repetitious drills or 'busy-work' assignments do not develop good study habits; on the contrary, they waste the student's time and are boring as well as unnecessary;

—homework usurps after-school hours that could be used more constructively in athletics, hobbies, and social activities which contribute to the student's all-around development.

Education for the leisure of life begins in school. Activities in which children become interested during the school years tend to persist in later life. If school children and young people spend most of their free time in home study, they do not have a chance to get started on wholesome permanent avocational interests like arts, crafts, music, drama, sports, nature study, folk dancing, recreational reading, and the selective viewing of television programs.

Develop pupil initiative

Preoccupation with homework may be a threat to the literary and musical aspects of the local culture, but we should also remember that leisure is not merely for recreation, fun, and television; it is also a time to pursue serious interests.

● Correcting homework burdens the teacher who might better spend the time preparing for more stimulating class periods, or engaging in activities that contribute to his personal development.

● Many children get too much help or the wrong kind of help from their parents or other persons at home.

● Home conditions are often not conducive to study; there are too many interruptions.

● Excessive homework causes tension and anxiety in some children.

These are some of the most common pros and cons of homework. Every one of them may be justified in some situations.

What, then, is the modern view of

homework? To some extent, all the pros and cons enter into this view.

The kind of homework and school conditions determine the value to the student. Homework may be important in augmenting school learning and developing the worthwhile use of leisure. Children and young people should spend some out-of-school time in intellectual activities. To establish habits of using leisure in this way, pupils' initiative and responsibility should be simultaneously developed.

Train for better study methods

This means that homework should not be specifically assigned by the teacher; it should be chosen by the pupils. If pupils are to take initiative in studying at home, their school experiences must stimulate them to do so. Homework starts with a curriculum and methods of instruction that lead to further activity on the part of the students.

In school they discover new problems that can be solved at home, or see the need for knowledge for their school projects, or perhaps they find fascinating by-paths to explore. Home study should be part of the total education process.

To do this kind of homework successfully, they need to be taught how to study—how to state a problem, find information on it, suggest and appraise possible solutions, select the best solution and try it out. Such instruction is best given in every class as specific problems for home study arise. Cooperation in home study should be encouraged for its social values. Thus, sharing replaces cheating.

A variety of home study problems should be encouraged — 'research', appraisal of radio and television programs, and esthetic, handicraft, home-making, and farm problems. Some involve skill building; others require wide reading. If such study habits and interests are built in childhood and adolescence, homework will have served its most important objectives.

Convocation, October, 1955

University of Alberta

Students in the Faculty of Education, listed below, were granted the following degrees and diplomas at the University of Alberta Convocation held in Edmonton on October 29, 1955. The students were presented to Convocation by Professor H. T. Coutts, Dean of the Faculty of Education, with the exception of those receiving the degree of bachelor of education in physical education who were presented by Dr. Maury Van Vliet, Director of the School of Physical Education, and those receiving the degree of master of education who were presented by Professor O. J. Walker, Director of the School of Graduate Studies. Degrees were conferred by Dr. E. P. Scarlett, Chancellor of the University.

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THE EDMONTON JEWISH COMMUNITY COUNCIL SCHOLARSHIP

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Sister Mary Aloysius (Marie Gallivan), Edmonton

THE OLIVE M. FISHER PRIZE

Linda Maude Webb, Calgary

THE EDUCATION BOOK PRIZE

Jean Ashmore Young, Athabasca

FIRST CLASS STANDING

Fourth Year:

Henry Peter Simonson, Edmonton

Third Year:

Audrey Joan Lowe, Fairview
Jean Ashmore Young, Athabasca
*Ronald A. Schaufele, Calgary

Second Year:

Audrey Katherine Chaba, Redwater
Le Verne S. Collet, Del Bonita
Margaret Ann Gould, Rosalind
Loretta M. Salter, Red Deer
*Sister Marie Angela (Aubert), Edmonton
Sister Therese des Cherubins (St. Denis), Edmonton
*Gordon R. Morisset, Hanna

First Year:

Elsie Chrystal Bruns, Camrose
Nancy Sorensen, Grande Prairie
Sister Mary Aloysius (Marie Gallivan), Edmonton

Junior Elementary:

Doreen M. Gibson, Namao
Viola M. Marklund, Winfield

Noreen J. Murphy, Taber
*Vernice Sherwin Sivertson, Calgary
Jolayne Thomson, Magrath
*University of Alberta Honour Prizes

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION

Sonia W. Allore, B.Sc. (H.Ec.)
Marjorie Joan Auger
Shiela Marie Brinsmead
Jane Churchill
Nellie May Cole
Kathleen Pane Doeling, B.A.
Lorraine Marguerite Donais
Doris Patricia Dubetz
Josephine Margaret Ferguson, B.Sc.
Chrissie Gee
Elizabeth Emily Jennings
Viola Ruth Kellner
Margaret Hildur Lien
Olive May Lyster
Rose Edith MacArthur
Gilda Kathleen Madge Maier
Jean Margaret Martin
Annice Jean Mitchell
Jean Robertson Parker
Ruth Lillian Reid
Jeanne Noel Riddell
Olga Shklanka, B.A.
Adeline Olive Stebbing
Sister Helen (Hengel)
Sister M. Bernadette (Maxfield)
Sister Mary Olive Sarasin, B.A.
Sister St. Bernard de Clairvaux (Mireault)
Margaret E. Sterne
Vera Sutherland
Annie Mary Tennant
Atha Catherine Topley
Mabel Vincett
Frances Leona Warden
Susan Carol Weston, B.Sc. (H.Ec.)
Ethel Margaret White
Joan Mitchell Wilson
Archibald John James Bain
Joseph Albert Beauregard
Gilbert George Brinsmead
Myron Ray Butterfield
Howard Ervin Carrol
Donald Jerome Corse
John David Pollock Cuyler, B.Sc.
Russell Alvin Drewniak
Melvin Robert Fenske
Milton Reinhold Fenske
Clarence Edward Gourlay
Joseph Stanley Halushak
Charles Philippe Hebert
Walter M. Hewko
Albert Edward Holmes
Harold Collier James
Bernard Roy Jordan
Arthur Otto Jorgenson
Steve George Kalita

(Continued on Page 40)

NEWS from our Locals

Bawlf Sublocal

Twenty-nine teachers were present at the first meeting of the current school term held on October 5 in Bawlf School. Officers elected were: E. G. Skattebo, president; Mrs. Hazel Stordahl, secretary-treasurer; L. Armstrong, councillor; Margaret Gould, reporter; and Maurice Gayfer, policy committee member. The teachers discussed a form to be used for reporting enterprises taken during the year.

The second meeting was held in the Rosalind School on November 2, with 23 teachers present. The president was nominated to serve on the Camrose Local track meet committee and, along with D. Murphy, on the bonspiel committee. O. Fadum was nominated as a candidate to the Banff Workshop, and M. Gayfer to a committee to investigate awards that can be given in fields other than sports. Discussion took place regarding the ATA health insurance scheme and other schemes, and a list of possible discussion topics for future meetings was compiled. Plans for the Christmas party were made.

Bon Accord - Gibbons Sublocal

Fifteen members attended the sublocal meeting held on November 2. Mrs. Esther Fraser, Sheila Purves, Mrs. Edith Sawchuk, and Murray Legate were appointed to the program committee. Members discussed the possibility of staging a three-act play some time in the new year, and John Pasemko was chosen as director. A buzz session on discipline was capably led by Mrs. E. Hunter.

Calgary Suburban Local

The new slate of officers elected at the meeting of October 28 is: S. Klatzel,

president; Mrs. Nita T. Boos, vice-president; Mrs. Winnifred Hargreaves, secretary-treasurer; Mrs. Olive Fairfield, press correspondent; and H. Joynes, educational committee convener. District Representative R. L. McCall addressed the group briefly concerning important Executive Council news.

The November 24 meeting was held at Wood's Christian Home. C. Gourlay gave an interesting review on the Banff Workshop, and H. Joynes briefed the members on tentative discussion topics for the next two months' meetings.

Camrose North Sublocal

The sublocal held its first meeting on October 6, with 22 teachers present. L. Waterman presided. The following officers were elected: E. Majeski, president; Dennis Dibski, vice-president; Doris J. Scheidegger, secretary-treasurer; and R. Thronson, press correspondent. Ten new teachers were welcomed, and sublocal policies were discussed.

Camrose South Sublocal

Alton Dennis was elected president at the first meeting of the sublocal held on November 14. Other officers are: Frank Featherstone, vice-president; Carl Nelson, secretary; and Marian Congdon, press correspondent. Elected to serve on various committees were: Peter Gill—bonspiel; Eldon Olstad—policy; Mrs. Delores Schultz and Mike Bartman—track and field; Mrs. Cora Schultz, with Chester Saby as alternative — Annual General Meeting; and Frank Featherstone—workshop. There was discussion concerning the recognition of pupil activity in such fields as art, music, drama, public speaking, and debating. A committee consisting of Mrs. Delores Schultz, Mike Bartman, and Byron Olson was set up to discuss this matter with other sublocals.

Chipman Sublocal

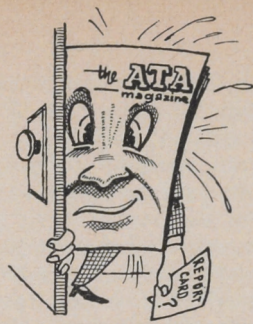
The second meeting of the sublocal was held on November 28 with President H. Shavchook in the chair. All members of the sublocal were present and special guests were visitors from the Andrew

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| News from our Locals | | |
| Official Bulletin | | |
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| President's Column | | |
| Secretary's Diary | | |
| Teachers in the News | | |
| ARTICLES | | |
| September | | |
| A Target for Teachers | | |
| October | | |
| What's Interesting About Education? | | |
| The Local Is the Mainspring | | |
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| November | | |
| The Gifted Child in the Rural School | | |
| The Cost of Education | | |
| The Private Life of the Administrator | | |
| The Calgary Tech | | |
| Educational Research in Alberta | | |
| School District Reorganization | | |
| Life of Service | | |
| What is General Education? | | |
| Get the Facts Straight | | |
| Does Extra Pay Make Extra Work Less Tiring? | | |
| December | | |
| Grammar: Why? How? When? | | |
| What About Homework? | | |
| Attracting and Holding Teachers | | |
| A Guide to Trends in Education | | |
| Meeting the Teacher Shortage | | |
| Are you an: elementary teacher? . . . junior high teacher? . . . senior high teacher? . . . principal? . . . vice-principal? . . . superintendent? . . . other position? (please indicate) | | |

and Lamont Sublocals and Mr. and Mrs. W. Roy Eyres of Edmonton. Mr. Eyres, executive assistant of the ATA, gave a very interesting talk on the reasons why teachers leave the profession. According to statistics, an average of six hundred teachers in Alberta leave the profession each year. Low salaries, living conditions, and the marriage of women teachers are given as the main reasons. There are about 8200 teachers in Alberta classrooms at the present time, but there is still a great shortage and no sign of abatement. Lunch was served at the home of Mr. and Mrs. Shavchok.

Clover Bar Local

Plans for the coming year were discussed at a recent meeting of the local executive. Executive committee members are: Val Roos, president; J. E. Richardson, vice-president; Roland Lambert, past president; Mrs. P. K. Young, secretary-treasurer; Mrs. Marion Korble, press correspondent and public relations representative, C. De Tro and G. Orlick, councillors; Veslof Thomas and Mr. Roos, geographic councillors; Marshall Nay, chairman of the salary negotiating committee; Mrs. Bertha McLean, Clover Bar representative; Mrs. M. B. McMillan, Fort Saskatchewan representative; and J. R. Wright, convention representative.

Cold Lake - Grand Centre Sublocal

The sublocal held its first meeting of the school year on October 24. Officers elected were: G. Brocke of Cold Lake, president; D. Ewasiuk of Grand Centre, vice-president; and Pat McGowan of Cold Lake, secretary-treasurer. Mr. Ewasiuk was named as councillor. The agenda for future meetings was discussed, and plans were made for a revision of prize lists for the agricultural fair.

Derwent Sublocal

The following officers were elected at the sublocal's meeting on October 31 at Derwent: W. C. Bober, president; Michael Wysocki, vice-president; Cecile Motowylo, secretary-treasurer; Elsie Gorigchuk, press correspondent; and Eli Po-

dealuk, councillor. Mr. Wysocki was elected as sports representative, and on the social committee are Marian Lukewicki, Mrs. S. Wysocki, and Mrs. E. Podealuk. Plans for an institute meeting with Myrnam were discussed.

Evansburg - Wildwood Sublocal

The sublocal held its regular monthly meeting at Wildwood on November 10. Following the business session, Margaret Cumming, a Grade XII student at Evansburg High School, who was sponsored by the ATA Local to attend the United Nations Summer School at Banff, gave an interesting account of her experiences there.

Faust - Kinuso Sublocal

Officers of the sublocal for the current year are: R. Thomson, president; Mrs. H. Parker, vice-president; Felicia Leew, secretary-treasurer; Mrs. Carole Bannister, sublocal councillor; Mrs. Eleanor M. Anderson, press correspondent; and H. Lysne, sports representative. This year four supper meetings are planned; the remainder will be evening meetings.

At the October meeting it was decided that, in future, the \$50 scholarship offered by the sublocal to the Grade XI student with the highest standing and won this year by Darlene Potter of Faust, will be divided into two scholarships of \$25 each, one being offered on the present basis, and the other being offered to the Grade XII student in the senior matriculation pattern with the highest standing and to be used for the purpose of furthering his education. The discussion topic was the Grade IX examination results. The contention of the group was that the percentage of failures in Grade IX this past year was too high, and that more should be failed at the lower levels rather than 'weeded out' in Grade IX.

W. H. Lysne made the scholarship presentation to Miss Potter at the November meeting. There was discussion concerning the 1956 fall convention and the divisional salary schedule. It was reported that the High Prairie Local is sponsoring

a cup for interschool curling, and the sublocal went on record as favouring such competition and suggested that mixed teams be entered.

Girouxville - McLennan Sublocal

At the November 25 meeting, held at Jean-Coté School, A. Rey, representative on the salary negotiating committee, reported on the zone meeting in Grande Prairie the previous week and gave in resumé form the results of discussions. Plans for drawing up a model salary agreement for the division were studied. Marc Bernard gave a short report on the track meet and interschool sports projects. A vote to determine whether or not the division favours another joint convention at Fairview was conducted by Father Forget.

Grande Prairie Local

The local executive held its regular monthly meeting at the Grande Prairie High School on November 18. In attendance were: Mrs. J. O'Brien, president; Ray Bean, past president; Roy Gouchey, vice-president; Kathryn C. Quinn, secretary-treasurer; Mrs. Mary Gray and Mark Meunier, councillors, and Mrs. Rae Doleno, Hythe sublocal representative. Realizing the necessity for early organization of the annual teachers' conventions, the group decided that the first meeting relating to the 1956 convention be held in February. The secretary was asked to write the County of Grande Prairie to request permission for a representative of the county teachers to attend county school committee meetings.

The Grande Prairie Local ATA scholarship was awarded for the first time to Nancy Sorensen, daughter of Mr. and Mrs. John Sorensen of Dixonville. The \$100 scholarship is given annually by the teachers of the Grande Prairie Local. Nancy attended Grande Prairie High School for three years, graduating in 1954. During her high school attendance, she was an excellent student, president of the Students' Union (1954), business manager of the yearbook

(1953-54), cheer leader, and valedictorian. During her first year in the Faculty of Education, Nancy became known as a girl who was always willing to help and achieved first class general standing.

The scholarship, awarded this year for the first time, is available to the student from a school in this local area, taking second year education at the University of Alberta, who has been outstanding during high school and the first year of teacher education.

Grassland - Boyle Sublocal

The testing program carried out last year and the value of track meets were topics of discussion at the first meeting held in the Grassland High School on November 15. It is hoped that N. J. Andruski, district representative for North-eastern Alberta, and Laura Scott, secretary-treasurer of the Athabasca Local, will be able to attend the January meeting to be held in Boyle. Sublocal officers for 1955-56 are: H. Sawchuk, principal of Hammond School, president; R. Marinier, vice-principal at Boyle, vice-president; Elsie Koltowski, secretary-treasurer; and Steve Chodan, press correspondent.

Guthrie Sublocal

Officers elected to the sublocal executive for the year include: Wilfred Fitzpatrick, president; Anne Kraychy, vice-president; Mrs. Jean Naciuk, secretary-treasurer; Mrs. Ellen Burt, councillor; and Ken Baptist, press and public relations officer. At the November luncheon meeting, an outline of the programs for future meetings was presented for the approval of the members. Plans for the forthcoming institute were discussed. The theme will be the teaching of language from Grades I to XII.

Hines Creek Sublocal

The sublocal's first meeting was on October 28 and the following officers were elected: W. Rourke, president; Mrs. Naomi Riedel, vice-president; Josephine Melnychuk, secretary-treasurer; Mrs.

Eileen Sissons, press correspondent; and Mrs. Christina Curtis, councillor. The matter of the purchase of records for the use of all schools in the local was tabled until the next meeting at which Mrs. Curtis will demonstrate the Royce record player. Mrs. I. Vass, who attended the Banff Workshop, gave an interesting report of the courses. Sublocal meetings will be held on the last Thursday of each month.

Leduc Sublocal

A meeting of the Leduc high and elementary staffs was held on November 16 to reorganize the sublocal. The new officers elected were: W. Grekul, president; Amelia Boudreau, vice-president; Mrs. H. Balke, secretary-treasurer; A. Sklarenko, councillor; and Mrs. Irene Harrington, press correspondent.

Lindsay Thurber Composite High School Sublocal

The sublocal's regular meeting was held on November 23. Charles Campbell was elected as salary policy representative to the local. Suggestions were invited for improvement of the next annual convention and for night courses to be offered next fall at the high school by the Department of Education. Two studies decided upon as group projects for this year are: the improvement of report cards, and a comparison of student progress as to marks made by Grade XII bus, dormitory, and city students. Committees were formed to work on each project. President C. W. Merta thanked the committee in charge of the recent group social evening. It was agreed that the "Come Dressed as a Song" party was a great success.

Mundare Sublocal

The first meeting of the current school term was held on October 17. The new executive is: P. Malko, president; H. Babi, vice-president; Hope Chomlak, secretary-treasurer; and M. J. Witwicki, press correspondent. Members of the social committee are: Mrs. Sonia Allore,

Lile Ferbey, A. F. Swabb, and Fred Andruiuk.

Picardville - Busby - Vimy Sublocal

The following slate of officers was elected at the first meeting held on October 25 at the Ste. Bernadette High School. Picardville: Mrs. O. B. Smith, president; Sister M. Elisabeth, vice-president; Sister Cecilia Marie, secretary-treasurer; and Cabinet, sublocal representative. Meetings will be held on the fourth Thursday of each month. At the next meeting the Cabinet will lead the discussion on diagnostic tests in English.

Ponoka Sublocal

The new sublocal constitution was discussed and approved at the November meeting. President T. Dick was elected as a representative to the Ponoka Local. An interesting report on the Banff Workshop was given by Louis Voghell who was Ponoka Local delegate. The next meeting will take the form of a Christmas party.

Red Deer Local

The November meeting of the local was held in the Junior High School under the chairmanship of the new president S. Mallett. Other members of the executive include: N. Griffiths, past president and salary policy committee chairman; T. Murray, vice-president; W. P. Smith, secretary-treasurer; Mrs. Loretta Salter, public relations committee chairman; C. W. Merta, H. Montgomery (Delburne), Mrs. E. Metz, Mrs. L. McLaren (Bowden), and Mrs. J. Church (Dickson) councillors; and D. A. Prescott, district representative.

The Markerville-Dickson Sublocal was commended on its careful planning and budgeting for a very active school year. Their proposed activities included such major projects as research on remedial reading, a musical festival, and a sublocal picnic.

Sublocal representatives were asked to call the attention of fellow teachers to the possibility of arranging for two or

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three university credit courses to be offered in Red Deer next winter if a sufficient number is interested. A tentative course selection is to be made at the next local meeting.

Suggestions from the teachers for the 1956 fall convention are to be turned in to W. P. Smith to be submitted to the convention executive as soon as possible. The annual teachers' banquet will be held this year in Education Week, instead of the usual time, late spring.

Spirit River - Rycroft Sublocal

The first meeting of the sublocal on November 3 was attended by 21 members. Stewart Knox was elected president, and other officers are: Mrs. Ethel Lazoruk, vice-president; Hugh McKenna, secretary-treasurer; and Mrs. Dixie Mitchell, press correspondent. Topics of special interest which were discussed included the teachers' pension plan, ATA hospitalization insurance, and liability insurance. A study theme of particular interest to all sublocal teachers was chosen for future meetings.

Stony Plain Local

The regular local meeting was held on November 19 with seven members present. The school board's salary offer for 1955-56 was accepted. Negotiations had been carried on by W. Roy Eyres, executive assistant of the ATA. F. Tarl-

ton was appointed salary grievance representative. H. F. McCall was elected chairman of the salary negotiating committee, and H. Pylypow, chairman of the public relations committee.

There was discussion regarding teacher liability, the expenses of Annual General Meeting delegates, and the matter of transportation to festivals and trade meets. The festival committees, for the east and west zones, were formally approved. It was decided to make an annual grant of \$10 to each sublocal.

Sundre Sublocal

The new slate of officers for the sublocal was elected at the October meeting. President is J. Wieber, with Mrs. H. M. Grange, secretary-treasurer; Mrs. T. Barrowcliff, press correspondent, and Mrs. E. Lahl and H. Rempel, councillors. Seventeen members were present.

Taber Local

The following executive officers were elected at the second local meeting held at the Southwest District Convention: B. B. Myers, president; Tillie Zowtiak, vice-president; Mrs. Wanda Beaumont, secretary-treasurer; M. Gushaty, public relations officer; and Mrs. Beaumont and Mrs. Burke, councillors. Sublocal presidents, Geraldine Farmer and Mary Block, are also members of the executive.

At the third general meeting, 85 per

Amendment, Bylaw No. 1 of 1948 Teachers' Retirement Fund

Bylaw No. 1 of 1948 is amended as to Section 7 thereof by deleting the words "no service shall count as pensionable service" where the same occur therein and substituting therefor the following "... no service shall count as pensionable service nor as teaching service for the purpose of section 11 ..."

**Eric C. Ansley,
Secretary-Treasurer,
Board of Administrators.**

cent of the teachers voted in favour of the Medical Services (Alberta) Incorporated group medical plan, and members filled out the necessary forms to register with MSI and Blue Cross. The MSI contract becomes effective December 1, 1955. In addition, a large number of teachers have local hospital contracts.

The following committee chairmen were appointed at the last executive meeting: F. Semaka — educational research; M. Gushaty — public relations; Tillie Zowtiak—nominations; and Geraldine Farmer—audit.

Vauxhall Sublocal

The new executive of the sublocal was elected at the November 7 meeting: Mary Block, president; Constance Turgood, vice-president; Edith Thiessen, secretary-treasurer; and Emerson C. Wright, publicity chairman. It was decided to hold five regular meetings each year, on the third Mondays of September, November, January, March and May.

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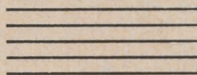
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EDMONTON

Convocation, October, 1955

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Randolph Hugh McKinnon
Neil Kenneth MacLean
Nickol Olinyk, B.Sc.
Ralph Austin Omoe
Leslie James Parry
William Penchuk
William Potter, B.A.
Garfield Potvin
William Nicholas Pura
Patrick Joseph Quinlan
Douglas William Ray
Clark Albert Richardson
Harold Gordon Ross
Frederic Davies Saint
William Sawka, B.Sc.
Steve John Semenchuk
Emile Semeniuk
Michael Senych
William Orman Sibbald
Elvin Gilmer Skattebo
Nickolas Stratchuk
Nick Wengreniuk
Derald Colin Willows
Cecil Michael Yarmoloy

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN INDUSTRIAL ARTS

Donald Grove Marson

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION AND GRANTED THE SENIOR DIPLOMA

Jean Duncan, B.Sc. (H.Ec.)
Isobelle Fairholm, B.A.
Margaret Paice Falk, B.Com.
Mary Bernardette Glennon, B.A.
Jessie Hardacre
Dorothy Shirley MacAuley
Doreen Parlett McKay, B.Sc.
Marie Lorette Moore, B.A.
Mabel Margaret Nachbar
Dorothy Jean Nicholl
Sylvia Joanna Shubert, B.A.
Marion Arnold Staples, B.A.
Sister Helen Irene Coroon, B.A.
Sister Mary Dorothy (Hastings)
Sister Mary of St. Germaine (Lambert)
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Norman Henry Taylor
Michael Tymchysyn

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Annie Belle Dann
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Sister Miriam Agnes (Schneider)
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Retired Teachers

Best wishes for many years of health and happiness from the Alberta Teachers' Association to the following retired teachers.

These teachers, who have been granted retirement allowances during the year, have had 25 or more years of continuous teaching service, as indicated, with their last employing school board.

Teaching service and pensionable service are not always the same. Pensionable service is teaching service only after the age of thirty.

| | | |
|-----------------------------------|--------------------------|------------|
| Giles Harwin Clark | Edmonton S.D. No. 7 | 33 years |
| Eric William Dain | Edmonton S.D. No. 7 | 29 years |
| Doris Louise Davis | Edmonton S.D. No. 7 | 33 years |
| Mary Elizabeth Donald | Edmonton S.D. No. 7 | 30 years |
| Michael Joseph English | Calgary Sep. S.D. No. 1 | 36 years |
| Earl Carlough | Edmonton S.D. No. 7 | 30 years |
| Isabella Halstead | Calgary S.D. No. 19 | 44.3 years |
| Madeline Wilma Henderson | Edmonton S.D. No. 7 | 30 years |
| Ernest Elmer Hyde | Edmonton S.D. No. 7 | 41 years |
| Florence Hannah Langrill | Calgary S.D. No. 19 | 27 years |
| Arthur Temple Livingstone | Edmonton S.D. No. 7 | 36 years |
| Jessie Winnifred Maxwell | Calgary S.D. No. 19 | 26 years |
| Hiram Horton McKim | Calgary S.D. No. 19 | 32 years |
| John Alexander McLennan | Calgary S.D. No. 19 | 25 years |
| Marie Paradis | Edmonton Sep. S.D. No. 7 | 38 years |
| Harry Gordon Parkinson | Exshaw S.D. No. 1699 | 25 years |
| *Lettice Pearson | Calgary S.D. No. 19 | 27 years |
| Charles Edgar Peasley | Medicine Hat S.D. No. 76 | 44 years |
| David Adamson Petrie | Edmonton S.D. No. 7 | 36 years |
| *William George Edwin Pulleyblank | Calgary S.D. No. 19 | 35.5 years |
| Edith Robertson | Nanton Cons. S.D. No. 50 | 28 years |
| John Gordon Sinclair | Edmonton S.D. No. 7 | 35 years |
| Ada Helen Smith | Calgary S.D. No. 19 | 27 years |
| Vera Eloise Smith | Edmonton S.D. No. 7 | 43 years |
| Walton Larue Smith | Edmonton S.D. No. 7 | 35 years |
| Guy LeRoy Turrill | Edmonton S.D. No. 7 | 32 years |
| Roland Dewar Webb | Calgary S.D. No. 19 | 35 years |

* We regret to report that Miss Pearson died on August 21, 1955 and Mr. Pulleyblank on October 21, 1955.

William James Mewha
Charles Alfred William Mills
Derek Vivian Morris
John Henry Murray
Myroslaw Dmytro Muzyka
Peter Myronuk
Kenneth Donald Nixon
Robert Earl Olsen
George Porges, B.A.
John Thomas Predy
Robert Pretash
Leo Russell Reynolds
Otto Reinhold Schmidt, B.A.
Michael Sawchuk
Allan Elroy Schneider

Benjamin Vern Schrader
George Philip Schula
Vincent Douglas Sharman
Dmitro Shelenko
Dmytro Nick Shinkaruk
James Ernest Simpson, B.Sc.
Raymond Oliver Skaret
Alex Allan Sklarenko
Stephen George Sorokan, B.Sc.
Robin Malcolm Stuart, B.A.
Stephen Sweryda, B.A.
Frank Cornelius Toews
Stephen Urchak
Howard Donald Urquhart, B.Sc.
Leonard Albert Zinyk



To the Editor:

Studies across Canada show that four out of five of our six-year-old children have already suffered dental decay. The average child starting school has more than five of his important foundation teeth decayed; the average twelve-year-old already has eight of his permanent teeth decayed and has lost one of his permanent teeth. We in the dental profession know that this is largely an unnecessary and preventable situation. Science has proved, through many years of exhausting research, that very simple measures can prevent dental diseases. Good nutrition, good oral hygiene, and fluoridation of community water supplies are the essentials of these important preventive measures. We feel that the public has an interest and, more than that, a right to be made well aware of these measures. We feel, also, that it is our special professional responsibility as dentists to do our part in making this knowledge more widely known.

It is for this reason that the Alberta Dental Association has instituted Dental Health Week, which will be observed February 26 - March 3. It is hoped that it will serve as a medium to publicize this knowledge. Each dentist in the province has been authorized to act on behalf of the Alberta Dental Association in addressing, upon request, any school class or school assembly or home and school association on either "Preventive Dentistry" or "Dentistry as a Career". Should any teacher or home and school

association member desire such an address by a dentist, he should contact one of his local dentists.

Yours very truly,
DR. K. A. BURNHAM
Chairman,
Alberta's Third Dental
Health Week,
February 26 - March 3,
1956.

Editor's Note—Teachers who are interested should bring this offer to the attention of their home and school association program chairman.

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Teachers in the NEWS



ELSIE B. BROWN

A Drumheller teacher, Miss Brown was recently elected provincial president of the Business and Professional Women's Club. A charter member of the Drumheller club, Miss Brown had been its president and regional officer before being elected to the provincial presidency.

Miss Brown has taught in Drumheller schools since 1929 and has been very active in ATA affairs over the years. She has been president and secretary of the Drumheller Sublocal and secretary of the Drumheller Local. She has also served as a member of the Calgary District Convention Committee and has been active in the Drumheller Music Festival Association.

Meeting the Teacher Shortage

(Continued from Page 22)

even when they are already high, attracts more people to the profession.

- High-standard provinces and states have fewer unqualified teachers than low-standard ones.
- Low-standard states lose high-standard teachers and attract low-standard teachers.
- High-standard states and provinces tend to have average salaries which are above the national average and low-standard provinces and states the opposite.
- High-standard states tend to have average salary ranks which are higher than their per capita income ranks. There are too few provinces with high certification standards in Canada for this to show up to any extent.

Conclusion

Experience in Saskatchewan, Catholic Quebec, Protestant Quebec, and a number of the states indicates that the teaching profession will obtain more and better students when standards for entrance into the profession are raised: that is, when entrants to teacher training have higher qualifications or when the length of training is increased. In addition, teachers with better qualifications, those who have a stake in the profession, are more likely to remain. Raising standards then, helps not only recruitment, but also retention.

¹ A recent publication entitled **The High-Standards Approach to Teacher Supply** presents an excellent case for the establishment of a long-term plan to raise the standards of teacher certification. This publication can be obtained free upon request to the National Commission on Teacher Education and Professional Standards, National Education Association, 1201 - 16 Street N.W., Washington 6, D.C.

² 60-hour certificate in United States is roughly equivalent to first-class certificate in Canada.

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Clothing Construction and Wardrobe Planning, Lewis, Bowers and Ketternen, \$4.00

One of a series of four books for home economics' education in secondary schools. This book is planned to help young people develop the understanding, appreciation, and skill needed to share responsibility for their own and their families' clothing. The various sections deal with: Personal Grooming, Design, Planning and Budgeting, Consumer Information, Care of Clothing, Sewing Techniques, and Careers in Clothing.

Language Journeys, Books 3, 4, 5, 6, 7, and 8, Broome and McGechaen, \$1.35, \$1.45, \$1.60, \$1.75, \$1.85, and \$1.90

A decided improvement on the former series. Considerable oral work and exercises in functional grammar are included. Pupil review material and mastery tests are good. There is excellent material on library work, report-making, and poetry.

Arctic Assignment, Farrar, F. S., \$2.00

Here is the story of the tiny R.C.M.P. vessel, the St. Roch. The 104-foot vessel set out from Vancouver on orders to patrol through the Northwest Passage. Sgt. Farrar, the author, and mate of the ship, tells a thrilling eye-witness story of the modern R.C.M.P. in the Arctic.

Buckskin Brigadier, McCourt, Edward, \$2.00

The story of The Alberta Field Force. Major-General Tom Strange, the Buckskin Brigadier, assembled a force of raw militia, cowboys and the mounted police to combat Chief Big Bear's war-band. You will read about the pursuit which

finally ended in the surrender of the Indian leaders, and about the legendary Sam Steele.

The Force Carries On, Longstreth, T. Morris, \$2.00

A sequel to *The Scarlet Force*. The story carries on the history of the R.C.M.P. to the present. In stirring fashion the author shows how the activity of the force has multiplied but its devotion to duty is unchanged.

Longer Flight, Duff, Annis, \$3.25

Mrs. Duff is a mother who has brought to her children her own love for books. *Longer Flight* describes her family's exploration of the delights of reading, the theatre, museums, and exchange of ideas. There are stimulating chapters on the Bible, Shakespeare, and the fascination of history and geography. This book is a must for those who like to share the fun of books with their families and others.

The One-Winged Dragon, Clark, C. A., \$2.75

A fantasy by the author of *The Sun Horse*. The story concerns Kwong Hu, his two young Canadian friends, and the family dragon, all of whom go searching for Hu's lost daughter. A delightful mixture of adventure, magic, and Indian folklore.

Raiders of the Mohawk, Miller, Orlo, \$2.00

The story of Butler's Rangers. A good story with suspense and a modicum of history. Good reading for ages 10 to 16.

Smugglers Cove, Macdonald, Marianne, \$2.50

The locale is the New Brunswick countryside. Action and suspense alternate as Kathy and Bert try to track down smugglers. Young people who liked *Black Bass Rock* by the same author will enjoy this lively tale.

Upland Trails, McCowan, Dan, \$3.25

Based on a series of broadcasts for the CBC. Anecdotes and observations galore from the rick background of this famous Rocky Mountain author and photographer. The book abounds in the natural history of the Rocky Mountain region, sparkles with the author's fine

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The records may be purchased from the School Book Branch, Public Works Building, 121 Street at 104 Avenue, Edmonton, at the list price of \$11.45.

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TORONTO 2



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photographs, and crackles with his dry humour.

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Return of the Viking, Wuorio, E., \$3.00

From the rich mosaic of Canada's past, a handful of tales of high adventure. The author skilfully makes a group of modern children time-travellers and so enables them to talk with Leif Ericson, Samuel de Champlain, and other heroic figures of Canadian history.

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Bugles in the Hills, Hayes, John P., \$3.00

By a noted author of boys' adventure stories. The story centres on the formation of the Northwest Mounted Police, and the whisky-runners problem in the west. Famous Fort Whoop-Up and the drunken orgies associated with it provide Hayes with a chance to use his power of graphic description.

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The Hurricane Hunters, Tannehill, I. R., \$3.50

Dr. Tannehill is a noted American authority on weather and is the author of the world-recognized classic, *Hurricanes: Their Nature and History*. This book is a lively account of the hair-raising experiences of the men who have probed the mysteries by sea and by air of the world's most terrible storms. He shows how the unceasing efforts of the weather forecasters have at last enabled them to warn ships at sea and people in the ports of the approach of the dread storm. Here are eye-witness accounts, radar pictures, and a host of other anecdotes about individual hurricanes.

Song of the Voyageur, Butler, B., \$3.25

A story for older girls. A tale of a

young girl who was forced to change from the comforts of the East to the raw wilderness of Wisconsin in the early 1830's. Her problems, her love interests, and the injection of the voyageur personality makes this a fine story.

Uncle Ben's Whale, Edmonds, Walter D., \$3.25

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Tomorrow for Patricia, Harrison, \$3.25

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Sakanabi, King, D. R., \$3.25

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A Guide to Trends in Education

(Continued from Page 12)

for their children. Fifty years hence holders of advanced college degrees will be very common.

● Care will be taken to diminish the number of drop-outs. Means will be discovered to help these children who by dropping out of school become a loss both to themselves and to their country.

● The philosophy of education will be revised and strengthened. The "whole child" and the individual will be cared for more adequately. The educational philosopher is playing with the world's most precious asset, the growing child. The best brains everywhere must be rallied for his best development.

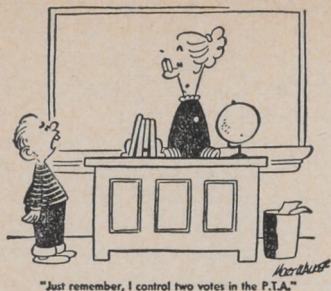
● School men and school women will continue to improve procedures. Learning cannot continue at the snail's pace. There will be so much more to learn in this new ABC (atomic, bomb, and chemical) age that procedures for learning must be everlastingly refined if children are to get out of school before they are old enough to be wheeled out. Streamlined procedures will not only be essential but will be demanded of teachers.

● The schools will keep reasonably up to date. As they have made use of radio, filmstrips, moving pictures, public address systems, and tape recorders, and as they will shortly participate in television experiments, so school men and women will make use of any other machines or gadgets that the genius of man may devise which will help pupils to do more effective work.

● Schools will continue to be happy and useful places for children to attend. The attitude of children has changed from indifference or dread to love of school. The school is probably the most powerful force aiming at the betterment of man.

The young people of the future brought up in the environment of our schools, will direct their efforts increasingly towards the improvement of all the world.

Reprinted from **The Education Digest**



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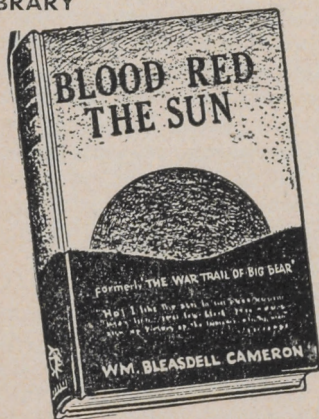
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Grammar

(Continued from Page 24)

The very words "participle", "gerund", and "infinitive" produce instantaneous mental numbness in most students. But if we slide these formidable elements into our teaching simply as handy little tools to enable us to vary our sentences and to save words, they shed their grimness and really make sense even to the less intrepid pupils. The verb is the spark plug of a sentence, the word that gives it life. Too often we condition boys and girls to regard verbs just as pesky little nuisances that they are eternally being forced to track down. But if our illustrative and drill sentences

have picturesque verbs and if we insistently challenge our pupils to build their own sentences around the nucleus of a colourful and precise verb, we have opened for them an important door to appreciation for our language.

Maybe it isn't really important that all of us have the same idea as to what "grammar" is or is not; certainly the cursory survey I made among my colleagues, other associates, and students as to their interpretation of the word showed wide divergencies. But of this I am sure: both students and teacher need to know precisely **why** each facet of English mechanics is taught and exactly how it can function in the improvement of communication skills.

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Erratum

The article "Get the Facts Straight", published in the November issue, stated that the Clover Bar teachers rejected the award of the board of arbitration. This statement should have been, "The Clover Bar teachers accepted the award of the board of arbitration".

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| | 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | |
| Acadia No. 8 | Min. Max. Inc. | 2200 3100 200x1 100x7 | 2500 3500 200x1 100x8 | 2800 3900 200x1 100x9 | 3100 4300 200x1 100x10 | 3400 4600 200x1 100x10 | Pro Rata | All | \$200 1st room, others \$60 per room | No | No | Yes | 200 | No |
| | Min. Max. Inc. | 2100 3200 150x2 100x8 | 2500 3600 150x2 100x8 | 2800 4000 150x2 100x9 | 3100 4400 150x2 100x10 | 3300 4600 150x2 100x10 | \$60 per course; limit | All since 1942; limit L.A. | \$200 per room 1st 2; others \$75 per room. Max. \$1000 | No | No | Yes | 40 | No |
| | Min. Max. Inc. | 2200 3300 125x4 100x6 | 2500 3700 125x4 100x7 | 2800 4100 125x4 100x8 | 2800 4500 125x4 100x9 | 3100 4800 125x4 100x10 | \$50 per course to first degree | All; limit L.A. | \$125 per room excluding own. Max. \$1000 | No | No | No | No | No |
| Berry Creek No. 1 | Min. Max. Inc. | 2200 3200 200x3 100x4 | 2500 3600 200x3 100x5 | 2800 4000 200x3 100x6 | 3100 4400 200x3 100x7 | 3200 4500 200x3 100x7 | \$50 per course, and \$100 per laboratory course to first degree. \$25 per course second degree | All; limit L.A. | \$100 per room | \$150 married dependent status plus \$25 each dependent child | Yes | Yes | 200 | No |
| | Min. Max. Inc. | 2100 3200 150x2 100x8 | 2400 3600 150x2 100x9 | 2700 4000 150x2 100x10 | 3000 4400 150x2 100x11 | 3200 4600 150x2 100x11 | Pro Rata to first degree | All; limit L.A. and I.C. | \$100 per room 1st 2; \$75 per room next 8; \$50 per room next 2; Max. \$900 | No | Yes | Yes | 40 | No |
| | Min. Max. Inc. | 2200 3300 125x8 100x1 | 2500 3750 125x10 100x1 | 2800 4200 125x11 100x1 | 3100 4650 125x12 100x1 | 3300 4850 125x12 100x1 | Pro Rata to first degree | All | \$300 plus \$50 per room excluding crown | \$500 married dependent status | No | No | 40 | No |
| Calgary No. 41 | Min. Max. Inc. | 2200 3300 125x8 100x1 | 2500 3750 125x10 100x1 | 2800 4200 125x11 100x1 | 3100 4650 125x12 100x1 | 3300 4850 125x12 100x1 | Pro Rata to first degree | All | \$300 plus \$50 per room excluding crown | \$500 married dependent status | No | No | 40 | No |

| | | | | | | | | | | | | | | | |
|---|--------------|------------------------|------------------------|-------------------------|-------------------------|-------------------------|--|---|---|---|-----|-----|----|-----|------|
| Camrose No. 20 | Min. | 2100 | 2460 | 2760 | 3060 | 3160 | Pro Rate to all degrees | A9 | Other schools \$250 \$100 per room 1st 5; \$75 per room next 5. Max. \$625 | \$100 married men with dependent status | No | No | No | No | No |
| | Max. Inc. | 3150 100x10 50x1 | 3690 100x12 30x1 | 4140 100x13 80x1 | 4590 100x15 30x1 | 4740 130x15 80x1 | | | | | | | | | |
| Castor No. 27 | Min. | 2100 | 2450 | 2800 | 3100 | 3400 | Pro Rate | All; limit L.A. | \$100 per room excluding own. Max. \$1000 | No | No | Yes | No | Yes | max. |
| | Max. Inc. | 3200 125x4 100x6 | 3650 125x4 100x7 | 4100 125x4 100x8 | 4400 125x4 100x8 | 4700 125x4 100x8 | | | | | | | | | |
| Ind. Arts & H.Ec. \$200 bonus. | | | | | | | | | | | | | | | |
| Negotiations continuing. | | | | | | | | | | | | | | | |
| Coal Branch No. 58 | Min. | 2325 | 2625 | 2925 | 3325 | 3525 | \$60 per course | All | \$100 per room including own | No | Yes | Yes | No | No | max. |
| | Max. Inc. | 3735 150x4 135x6 | 4035 150x4 135x6 | 4470 150x4 135x7 | 5005 150x4 135x8 | 5405 150x4 135x8 | | | | | | | | | |
| 1-room school—\$100 bonus. | | | | | | | | | | | | | | | |
| Drumheller No. 30 | Min. | 2100 | 2400 | 2700 | 3000 | 3200 | \$60 per course to first degree | All since 1940 | \$100 per room 1st 5; \$50 per room next 4; \$25 per room next 4. Max. \$800 | \$200 married dependent status | No | No | No | 100 | No |
| | Max. Inc. | 3300 150x8 | 3750 150x9 | 4200 150x10 | 4650 150x11 | 5000 150x12 | | | | | | | | | |
| East Smoky No. 54 | Min. | 2300 | 2600 | 2900 | 3200 | 3400 | Pro Rate | All in Alberta; limit L.A. and I.C. | \$150 per room 1st 2 excluding own; others \$50 per room | No | Yes | No | 60 | No | |
| | Max. Inc. | 3250 175x2 100x6 | 3650 175x2 100x7 | 4050 175x2 100x8 | 4450 175x2 100x9 | 4750 175x2 100x10 | | | | | | | | | |
| Edson No. 12 | Min. | 2100 | 2500 | 2800 | 3100 | 3300 | Pro Rate | All | \$100 per teacher 1st 2; others \$75 per teacher. Max. \$1000 | No | No | Yes | 40 | No | |
| | Max. Inc. | 3200 150x2 100x8 | 3700 150x2 100x9 | 4100 150x2 100x10 | 4500 150x2 100x11 | 4900 150x2 100x11 | | | | | | | | | |
| High school, including Gr. IX and Ind. Arts and H.Ec. teachers in Gr. VII and VIII—\$100 bonus. | | | | | | | | | | | | | | | |

| or COUNTY | 1 | 2 | 3 | 4 | 5 | 6 | Part Treaty | Pre- Exp Allo | Prim Allo | Cost | Hea Allo | Spec Allo | Max Cum | Sab |
|-----------------------------|---|--|---|---|---|---|--|--|--|------|-------------|--------------|------------|-----|
| Fairview No. 50 | Min. 3050 Max. 150x3 Inc. 100x5 | 2100 2400 3450 150x3 100x6 100x7 100x8 | 2700 3850 3850 150x3 100x7 100x8 | 3000 4250 150x3 100x8 | 3300 4650 150x5 100x4 50x3 50x4 | --- | \$60 per course | All limit for absence and limit L.A. | \$100 per room excluding own. Max. \$700 | No | No | Yes | No | No |
| | Two additional long service increments of \$100 each for nine and ten years' with division. | | | | | | | | | | | | | |
| Foothills No. 38 | Min. 3050 Max. 150x5 Inc. 100x4 | 2000 2300 3500 150x5 100x4 50x1 | 2600 3850 150x5 100x4 50x2 50x3 | 3000 4300 150x5 100x4 50x3 50x4 | 3300 4650 150x5 100x4 50x3 50x4 | --- | \$60 per course | All | \$100 per room excluding own. Max. \$800 | No | Yes | Yes | 60 | No |
| | Sr. high including Gr. IX if enrolled in high school—\$300 bonus, B.Ed. Ind. Arts or H.Ec. \$150 bonus. | | | | | | | | | | | | | |
| Foremost No. 3 | Min. 3150 Max. 125x2 Inc. 100x8 | 2100 2400 3600 125x2 100x9 50x1 | 2700 4050 125x2 100x11 100x12 50x1 | 3000 4500 125x2 100x11 100x12 50x1 | 3300 4950 125x2 100x14 100x15 50x1 | 3600 5400 125x2 100x15 50x1 | \$60 per course to first degree | All since 1948 | \$100 per room excluding own. Max. \$1000 | No | No | Yes | 60 | No |

**Ft. Vermilion
No. 52**

| High Prairie No. 48 | | 2300 | 2600 | 2900 | 3200 | 3500 | All except as limited by summer school first G. others \$250.00 Max. \$1000. | No | No | No | No |
|--|-------|-------|-------|-------|-------|-------|---|----|----|----|----|
| Min. | Max. | 3100 | 3400 | 3700 | 4000 | 4300 | | | | | |
| 100x8 | 100x8 | 100x8 | 100x8 | 100x8 | 100x8 | 100x8 | \$80 per course to first degree | | | | |
| Additional experience increments paid only if teacher has attended summer school or winter session of University within 5 pre- vious years. | | | | | | | | | | | |
| 50x1 | 50x2 | 50x3 | 50x4 | 50x5 | 50x6 | 50x7 | | | | | |

| Min. | 2100 | 2400 | 2700 | 3000 | 3200 | Pro | All; limit L.A. Class | \$250 plus \$50 per room all more than 2; more than 10 | No | Yes | Yes | Yes | No |
|----------------------|---|-------|-------|--------|--------|---|-----------------------|---|-------------------------------|-----|-----|-----|----------|
| Holden No. 17 | Max. 3200 | 3550 | 3900 | 4250 | 4450 | 4450 | 4450 | | | | | | |
| | Inc. 125x2 | 125x3 | 125x3 | 125x3 | 125x3 | 125x3 | 125x3 | | | | | | |
| | 100x8 | 100x9 | 100x8 | 160x7 | 160x7 | 160x7 | 160x7 | | | | | | |
| | 50x1 | 150x1 | 150x2 | 150x2 | 150x2 | 150x2 | 150x2 | | | | | | |
| | Sr. high school—\$200 bonus; Jr. high school—\$100 bonus. | | | | | | | | | | | | |
| Killam No. 22 | Min. 2100 | 2400 | 2700 | 3000 | 3300 | Pro | All; limit L.A. Class | \$100 per room 1st 4; others \$75 per room | \$50 married dependent status | No | Yes | 200 | No |
| | Max. 3150 | 3600 | 4000 | 4400 | 4750 | 4750 | 4750 | | | | | | |
| | Inc. 150x3 | 150x4 | 150x6 | 150x8 | 150x9 | 150x9 | 150x9 | | | | | | |
| | 100x6 | 100x6 | 100x4 | 100x2 | 100x1 | 100x1 | 100x1 | | | | | | |
| | Ind. Arts, Home Ec., Commercial specialists—\$200 bonus. | | | | | | | | | | | | |
| Lac La Biche No. 51 | Local negotiations incomplete. | | | | | | | | | | | | |
| Lacombe No. 56 | Min. 2100 | 2500 | 2800 | 3100 | 3400 | Pro | All; limit L.A. Class | \$100 per room 1st 5; \$75 per room next 5; others \$25 per room. Max. \$1300 | No | Yes | Yes | 80 | No |
| | Max. 3150 | 3750 | 4200 | 4650 | 5100 | 5550 | 5550 | | | | | | |
| | Inc. 150x4 | 150x5 | 150x6 | 150x7 | 150x8 | 150x9 | 150x9 | | | | | | |
| | 100x4 | 100x5 | 100x5 | 100x5 | 100x5 | 100x5 | 100x5 | | | | | | |
| | 50x1 | | | | | | | | | | | | |
| Lac Ste. Anne No. 11 | Min. 2100 | 2400 | 2700 | 3000 | 3200 | Pro | All; limit L.A. Class | \$100 per room 1st 2; others \$75 per room. Max. \$800 | No | No | No | 30 | No |
| | Max. 3100 | 3500 | 3900 | 4300 | 4500 | 4700 | 4700 | | | | | | |
| | Inc. 200x1 | 200x1 | 200x1 | 200x1 | 200x1 | 200x1 | 200x1 | | | | | | |
| | 100x7 | 100x8 | 100x9 | 100x10 | 100x10 | 100x10 | 100x10 | | | | | | |
| | 50x2 | 50x2 | 50x2 | 50x2 | 50x2 | 50x2 | 50x2 | | | | | | |
| | Teachers with one year teacher education and 15 years' service with division—\$300 bonus. | | | | | | | | | | | | |
| Lamont No. 18 | Salary dispute at conciliation level. | | | | | | | | | | | | |
| Lethbridge No. 7 | Min. 2100 | 2400 | 2700 | 3000 | 3200 | \$50 per course 1, 3 years. Pro Rata thereafter | All in Alberta | \$100 per room 1st 6; \$50 per room next 4; others \$25 per room | No | No | Yes | No | Yes max. |
| | Max. 3150 | 3600 | 4050 | 4500 | 4800 | 5100 | 5100 | | | | | | |
| | Inc. 150x3 | 150x4 | 150x5 | 150x6 | 150x6 | 150x6 | 150x6 | | | | | | |
| | 100x6 | 100x6 | 100x6 | 100x6 | 100x7 | 100x8 | 100x8 | | | | | | |

YEARS OF PROFESSIONAL EDUCATION

DIVISION
or
COUNTY

6

5

4

3

2

1

Macleod
No. 28Min.
Max.
Inc.

2100 2400 2700 3000 3200 3400
3200 3500 3900 4300 4500 4700
200x1 200x1 200x1 200x1 200x1 200x1
100x9 100x9 100x10 100x11 100x11 100x11
1-room school—\$150 bonus; senior high
school—\$100 bonus.

\$100 per room
excluding
own.
Max. \$1000

All

Partial
Training
AllowancePrevious
Experience
AllowancePrincipals'
AllowanceCost-of-Living
AllowanceHeavy Enrolment
AllowanceSpecial Certificates
AllowanceMaximum
Days

Cum. Sick Leave

Sabbatical
LeaveMedicine Hat
No. 4Min.
Max.
Inc.

2175 2475 2775 3075 3375
3375 3675 3975 4275 4575
150x4 150x4 150x4 150x4 150x4
100x6 100x6 100x6 100x6 100x6

2-room school
\$150. Others
\$100 per room
excluding
own

All;
limit
L.A.\$50 per
course

No

No

Yes

Yes

Yes

Neutral Hills
No. 16Min.
Max.
Inc.

2150 2450 2800 3150 3250
3200 3600 4050 4500 4600
150x1 150x1 150x1 150x1
125x4 125x4 125x4 125x4
100x4 100x5 100x6 100x7
1-room schools—\$100 bonus.

\$100 per room
1st 3
excluding
own; \$75 per
room next 3;
\$50 per room
next 3.
Max. \$675

All

Per year

No

No

Yes

Yes

No

Olds
No. 31Min.
Max.
Inc.

2100 2400 2700 3000 3200
3150 3600 4050 4500 4800
150x3 150x4 150x5 150x6 150x6
100x6 100x6 100x6 100x6 100x7

\$100 per room
1st 5; \$50
per room next
3; others
\$25 per room

All

\$60 per
course
first
degree.
Limit
clause\$100
married
dependent
status

No

Yes

Yes

No

Peace River
No. 10Min.
Max.
Inc.

2100 2400 2700 3000 3200
3100 3400 3700 4000 4200
150x3 150x3 150x3 150x3 150x3
100x5 100x5 100x5 100x5 100x5
50x1 50x1 50x1 50x1 50x1
Teachers with 10 or more years' service in
school—\$50 bonus. Attendance at summer
school—\$50 bonus.

\$125 per room
1st 6 High
School rooms.
\$100
Elementary
rooms exclud-
ing own. \$50
per room next
3; others \$25
per room

All

\$60 per
course to
first
degree

No

No

Yes

No

No

| | | | | | | | | | | | | | | | | | |
|------------------------------|--------------|------------------------|--------------------------------|------------------------|---------------------------------|-------------------------|---------------------------------|---|--|---|----|-----|-----|-----|-------------------------------|-----|----|
| Pincher Creek No. 29 | Min. | 2100 | 2400 | 2700 | 3000 | 3100 | 3200 | All | \$60 per room next 5; Max. \$800 | No | No | No | No | No | No | No | No |
| | Max. Inc. | 3150 150x3 100x6 | 3600 150x3 100x7 50x1 | 4050 150x3 100x9 | 4500 150x3 100x10 50x1 | 4650 150x3 100x11 | 4800 150x3 100x11 50x1 | | | | | | | | | | |
| Provost No. 33 | Min. | 2100 | 2400 | 2700 | 3000 | 3200 | 3200 | All; limit L.A. and 2nd Class | \$50 per course to first degree | \$100 per room 1st 5 excluding own, \$75 per room next 3; \$50 per room next 2. Max. \$825 | No | No | Yes | Yes | 100 | Yes | |
| Red Deer Valley No. 55 | Min. | 2100 | 2400 | 2700 | 3000 | 3200 | 3200 | All | \$60 per course to first degree | \$100 per room 1st 5; \$30 per room next 5; \$25 per room next 4. Max. \$850 | No | No | Yes | Yes | 100 | No | |
| Rocky Mountain No. 15 | Min. | 2300 | 2600 | 2900 | 3200 | 3500 | 3500 | All; limit 2nd Class and I.C. | \$60 per course | \$100 per room 1st 5; \$50 per room next 5; \$25 per room next 5. Max. \$875 | No | No | Yes | Yes | 40 | No | |
| Smoky Lake No. 39 | Min. | 2100 | 2500 | 2800 | 3100 | 3300 | 3500 | All in Alberta since 1937 Limit I.C. | Pro Rata after 2nd year | \$100 per room 1st 2; others \$75 per room. Max. \$1000 | No | No | Yes | Yes | plus ½ pay addit. 60 | No | |
| Spirit River No. 47 | Min. | 2200 | 2500 | 2800 | 3100 | 3300 | 3300 | All; limit L.A. and I.C. | \$60 per course to first degree. \$35 per course to 2nd degree | \$100 per room excluding own. Max. \$800 | No | Yes | Yes | Yes | 80 | No | |
| St. Mary's River No. 2 | Min. | 2100 | 2400 | 2700 | 3000 | 3300 | 3600 | All | \$50 per course to first degree | \$100 per room 1st 5; \$75 per room next 5; others \$50 per room | No | No | No | No | 50 | Yes | |

YEARS OF PROFESSIONAL EDUCATION

DIVISION
or
COUNTY

| | 1 | 2 | 3 | 4 | 5 | 6 | Partial Training Allowance | Previous Experience | Principals' Allowance | Cost-of-Living Allowance | Heavy Enrollment Allowance | Special Certificates Allowance | Maximum Days Cum. Sick Leave |
|---|---|---|--|--|--|--|---|--|--|---|-------------------------------|-----------------------------------|---------------------------------------|
| Stony Plain No. 23 | Min. 3200 Max. 3600 Inc. 125x5 100x4 75x1 | 2400 3600 125x5 100x5 75x1 | 2700 4000 125x5 100x6 75x1 | 3100 4500 125x5 100x7 75x1 | 3400 4800 125x5 100x7 75x1 | 3600 5000 125x5 100x7 75x1 | \$60 per course to first degree; \$75 per course thereafter | All since 1941; limit L.A. | \$100 per room 1st 2; \$75 per room next 8 Max. \$800 | No | Yes | Yes | 100 No |
| St. Paul No. 45 | Local negotiations incomplete. | | | | | | | | | | | | |
| Strawberry No. 49 | Min. 2100 Max. 3300 Inc. 150x2 100x9 | 2500 3700 150x2 100x9 | 2800 4100 150x4 100x7 | 3100 4400 150x4 100x7 | 3300 4800 150x4 100x9 | 3500 5200 150x6 100x8 | \$60 per course to first degree. Pro Rata thereafter | All; limit L.A. | \$75 per room. Max. \$1125 | No | No | Yes | 60 No |
| Sturgeon No. 24 | Min. 2100 Max. 3350 Inc. 125x10 | 2400 3650 125x10 100x1 | 2700 4050 125x10 100x3 | 3000 4550 125x10 100x3 | 3100 4650 125x10 100x3 | --- | Per year | All since 1942. Limit L.A. and I.C. | \$65 per room excluding own | No | Yes | Yes | 20 No |
| Ind. Arts & H.Ec.—\$200 bonus if not counted for degree. | | | | | | | | | | | | | |
| Sullivan Lake No. 9 | Min. 2100 Max. 3100 Inc. 200x3 100x4 | 2400 3500 200x3 100x5 | 2700 3900 200x3 100x6 | 3000 4300 200x3 100x7 | 3200 4500 200x3 100x7 | --- | \$50 per course to first degree; \$100 laboratory courses. \$25 others | All; limit L.A. | \$100 for 1st room; others \$75 per room. Max. \$400 | \$150 married dependent status plus \$25 each dependent child | Yes | Yes | 60 No |
| Taber No. 6 | Min. 2200 Max. 3300 Inc. 200x1 150x1 100x7 50x1 | 2475 3712½ 200x1 150x1 100x8 97½ x 1 | 2750 4125 200x1 150x1 100x10 25 x 1 | 3025 4537½ 200x1 150x1 100x11 62½ x 1 | 3300 4950 200x1 150x1 100x13 | 3575 5362½ 200x1 150x1 100x14 97½ x 1 | Pro Rata | All | \$100 per room 1st 6 exclud- ing own; others \$50 per room. Max. \$1200 | No | No | Yes | No Yes max. |

| Three Hills No. 60 | Min. 2200 Max. 3250 Inc. 150x7 | 2500 3700 150x8 | 2800 4150 150x9 | 3100 4600 150x10 | 3400 5050 150x11 | 3600 5400 150x12 | \$50 per course to first degree | All; limit L.A. | \$100 per room 1st 6; \$20 per room next 4 Max. \$200 | \$200 married dependent status | No | Yes | 100 | No |
|-----------------------|--|--------------------------------|--------------------------------|---------------------------------|---------------------------------|---------------------------------|--|--|---|---|----|-----|-----|----|
| Two Hills No. 21 | Min. 3200 Max. 3250 Inc. 100x8 | 2100 3200 150x2 100x8 | 2400 3600 150x2 100x9 | 2700 4000 150x2 100x10 | 3000 4400 150x2 100x11 | 3400 4800 150x2 100x11 | Pro Rata to first degree | All in Alberta; limit L.A. | \$100 1st two own; \$75 per room next 8; \$50 per room next 4; \$25 per room all others | No | No | No | 50 | No |
| Vegreville No. 19 | Min. 3350 Max. 3350 Inc. 100x10 | 2100 3350 125x2 | 2400 3750 125x2 | 2800 4250 125x2 | 3100 4600 125x4 | 3300 4900 125x4 | \$50 per course to first degree. \$35 per course to second degree | All; limit L.A. | \$100 per teacher 1st 3; \$50 per teacher next 6; others \$25 per teacher | No | No | No | 100 | No |
| Vermilion No. 25 | Local negotiations incomplete. | | | | | | | | | | | | | |
| Wainwright No. 32 | Min. 3200 Max. 3200 Inc. 150x2 | 2100 3200 150x2 | 2400 3600 150x2 | 2700 4100 150x4 | 3000 4500 150x6 | 3200 4700 150x6 | Pro Rata | All; limit L.A. and I.C. | \$100 per room 1st 5 excluding own. High School \$150 per room 1st 3 excluding own. others \$75 per room. Max. \$875 | No | No | Yes | 60 | No |
| Westlock No. 37 | Min. 3200 Max. 3200 Inc. 150x2 | 2100 3200 150x2 | 2400 3600 150x2 | 2700 4000 150x2 | 3200 4600 150x2 | 3600 5000 150x2 | Pro Rata | All since 1939; limit L.A. | \$100 per room 1st two; \$75 per room additional. Max. \$500 | No | No | No | 60 | No |
| Wetaskiwin No. 36 | Min. 3300 Max. 3300 Inc. 150x4 | 2100 3300 150x4 | 2400 3600 150x4 | 2700 3900 150x4 | 3100 4400 150x4 | 3400 4700 150x4 | \$50 per course | All; limit L.A. | \$100 per room 1st 6; \$50 per room next 2. Max. \$700 | \$100 married dependent status | No | No | 100 | No |

YEARS OF PROFESSIONAL EDUCATION

DIVISION
or
COUNTY

6

5

4

3

2

1

Wheatland
No. 40Min.
Max.
Inc.2200
3300
125x8
100x12500
3750
125x102800
4200
125x10
150x13100
4600
125x123300
4925
125x133500
5125
125x13Pro Rata
first
degree;
\$30 per
course to
second
degreePartial
Training
AllowancePrevious
Experience
AllowancePrincipals'
Allowance\$100 per room
1st 8
excluding
own; \$75 per
room next 4;
others \$25
per roomCost-of-Living
Allowance\$100
married
dependent
statusHeavy Enrolment
Allowance

No Yes

Special Certificates
Allowance

No 80

Maximum
Days
Cum. Sick
LeaveSabbatical
LeaveCounty of
Grande
Prairie
No. 1Min.
Max.
Inc.2100
3150
150x2
100x7
50x12400
3600
150x2
100x92700
3950
150x2
100x9
50x13000
4300
150x2
100x103200
4500
150x2
100x10-----

Pro Rata

All;
limit
L.A.
and I.C.\$300 per room
1st room
excluding
own; others
\$50 per room\$100
married
dependent
status

No No

No 20

County of
Newell
No. 4Min.
Max.
Inc.2100
3100
125x82400
3400
125x82700
3825
125x93000
4125
125x93300
4425
125x9-----

-----\$50 per
course

All

\$100 per room
excluding
own.
Max. \$800
\$100 additional
for principal's
certificate

No

Yes No

No No

County of
Ponoka
No. 3Min.
Max.
Inc.2100
3100
150x4
100x42500
3600
150x4
100x52800
4000
150x4
100x63200
4600
150x6
100x53500
4900
150x6
100x5-----

-----\$50 per
course
first 4 to
first
degreeAll; limit
L.A. and
I.C. limit
applying
first 4 to
year of
graduation\$150 per room
1st 5
excluding
own; others
\$50 per room.
Max. \$1000\$100
married
dependent
status

No No

No 80

No No

| County of Stettler No. 6 | Min. Max. Inc. | 2100 3150 150x5 100x3 | 2500 3700 150x5 100x4 50x1 | 2800 4100 150x5 100x5 50x1 | 3100 4500 150x5 100x6 50x1 | 3400 4900 150x5 100x7 50x1 | Pro Rata | All; limit L.A. and Second Class | \$75 per room. Max. \$800 | \$100 married dependent status | No | No | No | 60 | No |
|--------------------------------|----------------------|--------------------------------|--|--|--|--|-------------|--|------------------------------|---|----|----|----|----|----|
| | | | | | | | | | | | | | | | |
| County of Thorhild No. 7 | Min. | 2100 | 2500 | 2800 | 3100 | 3400 | 3500 | | | | | | | | |
| | Max. | 3250 | 3650 | 4050 | 4450 | 4850 | 5000 | | | | | | | | |
| | Inc. | 150x2 | 150x2 | 150x2 | 150x2 | 150x2 | 150x2 | | | | | | | | |
| | | 100x8 | 100x8 | 100x9 | 100x10 | 100x11 | 100x12 | | | | | | | | |
| | | 50x1 | 50x1 | 50x1 | 50x1 | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| County of Vulcan No. 2 | Min. | 2100 | 2400 | 2700 | 3000 | 3360 | | | | | | | | | |
| | Max. | 3150 | 3450 | 3750 | 4150 | 4510 | | | | | | | | | |
| | Inc. | 200x1 | 200x1 | 200x1 | 200x1 | 200x1 | | | | | | | | | |
| | | 150x3 | 150x3 | 150x3 | 150x3 | 150x3 | | | | | | | | | |
| | | 100x4 | 100x4 | 100x4 | 100x5 | 100x5 | | | | | | | | | |
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| County of Warner No. 5 | Min. | 2200 | 2500 | 2800 | 3100 | 3300 | 3500 | | | | | | | | |
| | Max. | 3175 | 3575 | 3975 | 4375 | 4675 | 4975 | | | | | | | | |
| | Inc. | 125x3 | 125x3 | 125x3 | 125x3 | 125x3 | 125x3 | | | | | | | | |
| | | 100x6 | 100x7 | 100x8 | 100x9 | 100x10 | 100x11 | | | | | | | | |

* Effective January 1, 1955. All others effective September 1, 1955.

This analysis is descriptive only. Exact terms of agreements cannot be shown in all cases.

Secretary's Diary

Western Conference

The Western Conference of presidents and secretaries of teachers associations in Western Canada met in Vancouver, November 22, 23 and 24, 1955.

Mr. G. S. Lakie, president of our Association, and I represented Alberta.

The first day was devoted to a discussion of school finance, including Dr. LaZerte's publication, *School Finance in Canada*, the Canadian Teachers' Federation report, *Educational Finance in Canada*, and the report submitted by Dr. J. D. Ayers of the Canadian Teachers' Federation and J. A. Spragge of the British Columbia Teachers' Federation. Other topics on the agenda were salaries, teacher education, teacher supply, pensions, public relations, tenure, research, politics in education, and the proposed Canadian College of Teachers and Administrators.

British Columbia reported that most school districts, not including the cities in the lower mainland, will have salaries, beginning September, 1956, for teachers with one year of training from \$2500 to \$4500, with annual increments of \$150 and \$200, and for teachers with one degree from \$3200 to \$5900, with annual increments of \$200. The maximum salaries for teachers with five or six years of training will be over \$6000. For as long as salaries in the other western provinces are lower, British Columbia will not have a shortage of teachers.

In British Columbia, Alberta, and Saskatchewan, teacher education is the responsibility of the provincial university. There are no normal schools.

There is considerable evidence that Saskatchewan has made the greatest improvement of the three prairie provinces in the supply of teachers. The Minister of Education in Saskatchewan is to be commended for his vision and courage in raising standards for teacher education and certification at a time when there was a shortage of teachers, instead of lowering teacher standards and reducing training periods as has been done in Alberta and in every other province in Canada.

There was discussion of reciprocal arrangements with respect to pension benefits in the four western provinces, but it must be admitted that there was no progress because no province wants to make it any

easier than it is now for a teacher to move from that province to another province while there is a shortage of teachers.

It seems to me that publicity is still a matter of experimentation, with every province trying something different.

No province has the kind of tenure, in all respects, that teachers want. In some provinces there is a probationary period, in some the machinery for appeals of dismissals is not satisfactory, in others the right of boards and superintendents to transfer teachers is being abused.

It was generally agreed that there appears to be a danger of too much political influence in education, whatever "too much" means. Education must be kept free of politics. Education should be made political proof".

Grey Cup Game

1955 was a big year in football for Edmonton and Alberta. The Edmonton Eskimos defeated the Montreal Alouettes in the Grey Cup Game, 34-19, in what football veterans say was the best game ever played in Canada. Normie Kwong of Edmonton won the award as the best Canadian player of the year. Jackie Parker, Edmonton's quarterback, was selected as the outstanding player of the Grey Cup Final. Miss Barbara Beddome, Miss Eskimo, was chosen Miss Grey Cup. Joe Lakie and I were privileged to see this game and wish to join the thousands of visitors to Vancouver in expressing appreciation to the people of Vancouver for their friendliness and hospitality, the parade, the weather, and everything. The Grey Cup Final is New Year's Eve, the Calgary Stampede, and a football game, all in one.

General Curriculum Committee

The General Curriculum Committee met on November 21. The Alberta Teachers' Association representatives are G. S. Grant of Medicine Hat, T. Murray of Red Deer, H. J. M. Ross of Edmonton, and the general secretary. Reports were received from the Articulation Committee on the three curriculum committees, the Elementary, the Junior High, and the Senior High.

Conference on Teacher Recruitment and Retention

This conference was held in the Macdonald Hotel in Edmonton, December 3. It was attended by 120 people representing about 40 organizations. Dr. M. E. LaZerte and Dr. H. T. Coutts outlined the problem following which there was a panel discussion about the supply of teachers. In the afternoon, the meeting was divided into ten groups, each of which dealt with a selected question and reported back to the general meeting. Following are the two main resolutions passed:

- that a steering committee of five members be set up to organize a committee representative of the forty organizations. This commit-

tee would have the responsibility of directing follow-up work and calling further conferences;

that the Government of the Province of Alberta be requested to set up a Royal Commission whose work would be to examine the whole structure of education in Alberta.

Blizzards and Schools

The blizzard on Monday, December 12 was one of the worst storms in the history of our province. In such storms teachers and bus drivers are responsible to see that the pupils get home safely or are kept in their charge until the danger is over. There is nothing in The School Act, 1952, the Department of Education Act, or the Department of Education Regulations to serve as a guide. The teacher has to depend on his experience and common sense. Teachers and bus drivers looked after the children in their charge so well that there were no tragedies, not even a reported serious case of frostbite. This deserves the commendation of everyone.

With best wishes for Christmas and the New Year.

Eric Ansley

*The Executive Council of the Alberta Teachers' Association,
the Board of Administrators, Teachers' Retirement Fund, and
the staff, extend to all their friends and associates*

Best Wishes for Christmas and the New Year

G. S. LAKIE,
president

ERIC C. ANSLEY,
general secretary-treasurer

The Alberta Teachers' Association

LARS OLSON,
chairman

ERIC C. ANSLEY,
secretary-treasurer

Board of Administrators,
Teachers' Retirement Fund